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ABSTRACT

This Resource Management Resource Guide is intended to help teachers implement Ohio's Work and Family Life Program. Course content focuses on the practical problems related to managing human and material resources, making consumer decisions, and feeding, clothing, and housing the family. These practical problems are posed through case studies and shared experiences and examined using critical questions that lead to ethical decisions and reasoned action. The guide provides teachers an overview of the course content (practical problem, process competency or competency, competency builders, supporting concepts), teacher background information and references, learning activities, and assessment ideas (paper and pencil, classroom experience, application to real-life setting). All handouts are provided. The guide includes one teaching module for each process competency and each content competency in the Personal Development and Process Competency units of Ohio's Competency Analysis Profile. Four process modules cover these topics: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen. Nine content modules cover the following: achieving personal goals, making consumer choices, creating a living environment, evaluating types of housing, maintaining a living environment, taking responsibility for a global environment, making clothing decisions, maintaining clothing, planning food choices, and preparing and serving nutritious foods. (YLB)

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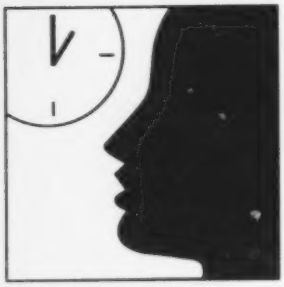
RESOURCE MANAGEMENT RESOURCE GUIDE



Work and Family Life Program

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Resource Management Resource Guide

A Resource for Teaching the Resource Management Core Course Area of Ohio's Work and Family Life Program

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PREFACE

The mission of Ohio vocational home economics programs is to prepare youth and adults for the work of the family. The ultimate aim of home economics is to strengthen families, empowering individuals to take action for the well-being of self and others in the home, workplace, community, and world. Our society depends on strong families. Strong families nurture individuals, serve as their first teachers, instill values and standards of behavior, and provide human resources for the work force. Unfortunately, statistics with regard to divorce, teen pregnancy, poverty, and family violence suggest that this important institution is in danger. Ohio vocational home economics programs can provide much needed support for individuals by empowering them to take responsibility for the well-being of their families.

The Ohio Work and Family Life Program is based upon what students need to know, to be able to do, and to be like in order to be competent in the work of the family. The curriculum engages students in practical problem solving, including practical reasoning, to clarify personal and family issues, evaluate alternative choices and their consequences, develop criteria and standards for making ethical choices, and take action based on the best consequences for self, family, and others. The four process skills listed below, which are essential to competence in the work of the family, are taught in each Work and Family Life course:

Managing Work and Family Responsibilities
Solving Personal and Family Problems
Relating to Others
Assuming a Leadership Role as a Responsible Citizen

There are six core course areas of the Work and Family Life Program that reflect the practical, perennial problems faced by families. The six resource guides listed below provide assistance to teachers in implementing each core course area of the program.

Personal Development (1993 release)
Resource Management (1993 release)
Life Planning (1994 release)
Nutrition and Wellness (1994 release)
Family Relations (1995 release)
Parenting (1995 release)

The *Resource Management Resource Guide* reflects the expertise of many individuals, including teachers, curriculum specialists, and Ohio Department of Education staff. In February 1993, a team of teachers and content specialists met to begin developing the modules appearing in this guide. Their commitment to this curriculum project is to be commended. The team members were

Mary Fish, Washington Court House High School
Margaret Jenkins, Purcell Marian High School
Debbie Litterst, John R. Williams Junior High School
Joycelyn Wilhelm, Princeton High School
Debra Tartell-Matthews, Stanberry Freshman School

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Kathy McGrath, Southeastern High School
Connie Bradbury, River Valley High School
Donna Jarzab, Springfield South High School
Susan Zavotka, The Ohio State University
Karen Heath, Ohio Department of Education
Ann Bohman, Ohio Department of Education
Janice Elias, Youngstown State University
Joyce Smith, The Ohio State University

Special recognition is extended to the professionals listed below, who gave willingly of their time, knowledge, and skills in developing the resource guide.

Dr. Janet Laster, associate professor, The Ohio State University, Department of Home Economics Education, wrote the teacher background information for several modules and critically reviewed modules.

Cheryl Bodkins, Colleen Scherer, Jane Vickers, Chrisler Whaley, Joyce Yoakum, and Lai Shu Huai, graduate students in home economics education at The Ohio State University, assisted in researching the teacher background information.

Bonnie Gamary, education consultant, provided technical assistance in formatting the resource guide.

Ruth Weisheit, Office of Public Affairs, Food and Drug Administration, reviewed the module information regarding nutrition labeling.

In addition, many home economics teachers throughout Ohio reviewed and provided suggestions for the development of modules for this resource guide. Their time and energy, which contributed greatly to the curriculum project, are much appreciated.

INTRODUCTION

The Ohio Work and Family Life program, a secondary home economics program, is based upon what students need to know, be able to do, and be like in order to be competent in the demanding, challenging, and changing work of the family. The curriculum for the program includes the development of the process skills of managing work and family life, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen. The course content focuses on six areas that reflect the practical, perennial problems faced as part of the work of the family. These six areas are

Personal Development
Resource Management
Life Planning
Nutrition and Wellness
Family Relations
Parenting

An integral part of the curriculum is reasoning through problems by identifying personal and family values, obtaining adequate information for problem solving, and critically evaluating alternative solutions and their consequences for self and others. Once a student has reasoned through and decided on a course of action, the emphasis is on developing the skills necessary to take that action, leading to the significant outcome of responsible behavior in interpersonal, family, school, community, and work settings.

The *Resource Management Resource Guide* is one of six guides developed to help teachers implement each of the six course areas of the Work and Family Life Program. The Resource Management course focuses on the practical problems related to managing human and material resources, making consumer decisions, and feeding, clothing, and housing the family. The practical problems posed in the Resource Management course are identified in Table I on page three of this guide. These problems are posed through case studies and shared experiences, and examined using critical questions that will lead to ethical decisions and reasoned action.

Ohio's Competency Analysis Profile (OCAP) was developed to identify competencies required for each of the process skills and for each of the six course areas. Achieving these competencies enables learners to reason through practical problems and take action that is best for self and others. This competency list is available from The Ohio State University, Vocational Instructional Materials Laboratory, 1900 Kenny Road, Columbus, Ohio 43210-1016 (614/292-4277).

The *Resource Management Resource Guide* provides those teaching the Resource Management course an overview of the course content, teacher background information, learning activities, and assessment ideas. This guide has one teaching module for each process competency and each content competency in the Resource Management and Process Competency units of the OCAP. Since it is recommended to offer the Personal Development and Resource Management core course areas as a year-long

course, the process modules are to be taught once and are therefore the same in both the *Personal Development Resource Guide* and the *Resource Management Resource Guide*. The instructional time spent on each module will vary according to the students' educational needs. Part of the course time can be spent further developing the competencies in the resource guide, or addressing other topics as identified by the local program advisory committee.

For additional information regarding the philosophy and implementation of the Work and Family Life Program and the format, use, and implementation of each of the six resource guides, please refer to the *Work and Family Life Program Implementation Guide*, available from the Ohio Department of Education, Division of Vocational and Career Education, Vocational Home Economics Section, 65 S. Front Street, Room 909, Columbus, Ohio 43266-0308 (614/466-3046).

TABLE 1

PRACTICAL PROBLEMS POSED IN THE RESOURCE MANAGEMENT CORE COURSE AREA

What should I do regarding personal goals?

- What is my personal responsibility for setting goals?
- Why is it important to know how to manage resources?
- What strategies can I use to manage resources to achieve goals?

What should I do regarding making consumer choices?

- What are the factors affecting my decisions as a consumer?
- Where can I find reliable information as a consumer?
- What standards should I use to make wise consumer choices?

What should I do regarding creating a living environment?

- Under what circumstances does stress become a problem for individuals? Families? Work groups? Society?
- What are the factors that contribute to stress?
- What strategies can I use to manage stress that have the best consequences for me and others?

What should I do regarding evaluating types of housing?

- What factors should I consider when selecting housing?
- What are my rights and responsibilities with regard to housing environments?
- What standards should I use when making decisions about living environments?

What should I do regarding maintaining a living environment?

- What resources are available for maintaining a living environment?
- What are appropriate standards to use in deciding which maintenance tasks should be completed?
- How can family members develop strategies to maintain a shared living environment?

What should I do regarding taking responsibility for a global environment?

- What is my personal responsibility with regard to caring for our global environment?
- What is the impact of environmental issues on me and others?
- What strategies should I use to conserve, reuse, and recycle resources?

What should I do regarding making clothing decisions?

- What standards should I use to select appropriate clothing?
- What strategies should I use when resolving family conflicts regarding clothing choices?
- What factors should I consider when making clothing purchases?

What should I do regarding maintaining clothing?

- What are the consequences of maintaining and not maintaining clothing?
- What are my standards for clothing care?
- How can family members share clothing care responsibilities?

What should I do regarding planning food choices?

- What are the short-term and long-term consequences of my food choices?
- Where can I obtain adequate and reliable nutrition information?
- What standards should I use to determine whether or not my food choices are appropriate?

What should I do regarding preparing and serving nutritious food?

- What standards should I use when deciding how to prepare and serve food?
- What skills do I need to prepare and serve nutritious food?
- What strategies can I use to help family members share food preparation tasks?

Resource Management

Managing Work and Family Responsibilities

This module has been reprinted from the *Personal Development Resource Guide*. Since it is recommended that the Personal Development and Resource Management core course areas be combined and offered as a year-long course, the four process modules are the same in both resource guides.

Module Overview

Practical Problem: What should I do regarding managing work and family responsibilities?

Process Competency 0.0.1: Manage work and family responsibilities for the well-being of self and others

Competency Builders:

- 0.0.1.1 Explore the meaning of work and the meaning of family
- 0.0.1.2 Compare how work life is affected by families and how families are affected by work life
- 0.0.1.3 Identify management strategies for balancing work and family roles

Supporting Concepts:

1. The work of the family
2. Family values and goals regarding work
3. Balancing needs of self, relationships, and work
4. Interconnectedness of work and family life
5. Management strategies for balancing work and family life

Teacher Background Information

Rationale

Society depends on two constants for its survival: family systems and work (Felstehausen & Schultz, 1991). Though these two systems have always been interconnected in numerous ways, the nature of each system and the way in which they harmonize and conflict have changed greatly in the last few decades. Increasing numbers of single-parent and dual-income families, changes in work and family roles, differences between employer and family expectations, and changes in lifestyles have created new perspectives on the relationship between work and family life. The problem of competing work and family demands is an issue not only for family members but for the economy as well. Society cannot be optimally productive unless the needs of employers and employees are accommodated.

A resolution passed by the American Vocational Association in 1992 recognized the family as the first teacher and the first setting in which children learn about work: "The labor force is produced and affected by families and there is a relationship between family functioning and work productivity." The resolution urges that there be recognition of the value of a strong family unit and the contribution it makes to the work force and economy. It further states that the curriculum of all vocational education programs should include appreciation for the interrelationship of family and work.

With an understanding of work and family roles, students will be better prepared to make informed choices regarding their future career and family development. Before making career decisions,

students should think about the impact of their career choice on their future family. Increased knowledge of the interconnectedness of work and family will enable students to increase their productivity, thereby strengthening the nation's economy and encouraging business, industry, and government policies to enhance the well-being of families. An appreciation of the important balance between work and family systems can enrich family life and contribute to success in the world of work, and most importantly, allow individuals to lead happier, richer lives.

Background

Though the word "work" is often associated with paid employment outside the home, it is used in contexts that imply a wide variety of meanings. These meanings can be classified into two groups:

1. "Work" may refer to a product, such as a good, service, thing, or idea that results from human effort and has economic, social, and/or personal value to individuals, families, or society.

2. Work may also be a process, or the human action or activity itself. This kind of work refers to deliberate action directed toward accomplishing a particular goal.

In either context, work can be a source of personal satisfaction, a place to go to interact with other people, a way to enhance personal development, or a means of earning money to buy things. In fact, the activities that happen in a family may be considered "work." The work of the family can include nurturing other family members, creating or obtaining resources for use by family members, or creating and maintaining a living space for the family.

Students are workers, whether they are employed or not. School and extracurricular activities involve many of the same responsibilities, time commitments, and conflicts with personal and family life as paid employment. Adolescents are also engaged in the work of the family, with increasing responsibility for family resources and the care of other family members as they make strides toward their own independence.

Each day, more American families join the ranks of the dual-worker or single-parent family. This trend, as evidenced by the statistics below, contributes to the complexity of balancing work and family responsibilities.

- According to a 1986 report by the U.S. Bureau of the Census, the typical married family is now composed of two wage earners, and the number of single-parent families continues to rise.
- Since 1960, the number of mothers with children under the age of five working outside the home has increased from 15 percent to over 60 percent.
- It has been projected that as many as half of all families in this country may at some time be headed by a single parent, 90% of whom will be women–almost all of them working out of necessity, if not by choice (Schreve, 1987).
- Between 80 and 85 percent of all the children in America will be growing up in the homes of working mothers.

Work does not exist in a vacuum, nor do individuals and families (Jorgensen & Henderson, 1990). Families do affect the workplace. According to a 1985 Boston University study, nearly one-half of the employees interviewed associated depression at work with the strain of holding a job and raising a family at the same time. Workers who experience basically stable home environments with minimal frustrations are generally more dependable, productive workers. Basic skills and abilities learned at

home are carried over into the work world. The workplace, in turn, affects families. Direct results of employment, such as income, economic benefits, and job satisfaction, clearly affect family life.

Balancing life to include an equitable distribution of time and energy for career, relationships, and self is often a difficult task. Women who work outside the home still assume the major responsibility for the home and family (Couch, 1989). Men are struggling to grow more comfortable with shared family life. Just as women should not be denied the opportunity for a self-fulfilling, challenging career, men should not be deprived of fatherhood and a life apart from their careers.

The most common stressors involved in balancing work and family responsibilities are overload and interference (Voyandoff & Kelly, 1984). Overload is experienced when the number of responsibilities for one or more roles is greater than the individual can handle adequately or comfortably. Interference exists when responsibilities conflict and individuals are required to do two things at the same time. Family-related demands such as large family size, conflicts within the family, low spousal support, managing household tasks, finding quality day care, and managing time, stress, and energy are all related to conflict situations in balancing work and family life (Felstehausen, Glosson, & Couch, 1986; Greenhaus & Beutell, 1985). Family changes such as divorce, death, new relationships, and increased expenses are also associated with work and family conflicts (Voyandoff & Kelly, 1984).

The way in which families balance work and family life varies from one family to the next. The balance depends on the family's values and goals. To help achieve a healthy balance between work and family life, families need to learn to develop strategies for time management, high-quality family communication, stress management, delegation and prioritization of family work, and support systems (Jorgensen & Henderson, 1990). Flexible occupations and work hours, careful timing of family role demands, mutual support, understanding, consideration, and cooperation are also strategies for helping to alleviate conflicts between work and family life (Gupta & Jenkins, 1985).

Developing a balance between work and family is an important life task. Essential are strategies for managing time, energy, and money. The degree of success in creating this balance contributes to the happiness and well-being of today's family and leads to increased productivity and job satisfaction in the workplace.

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Learning Activities

1. The work of the family

a. Hold a "Work Session." In small groups, take three minutes to list on a large sheet of paper examples of work tasks done at home. In another three-minute session, make a list of work tasks done at school. Finally, hold a three-minute session to list work tasks done as part of paid employment. Post the lists around the classroom. Present "Hard Worker" awards to those groups that have the longest list in each category. Using a dictionary, research the definition of the word *work* and write the definition on a chalkboard or poster. Explain whether or not the examples of work listed during the work session represent this definition. Make additions or corrections to the dictionary definition based on what you feel is the meaning of work.

Discussion Questions
- *Why is work important to you? To your family? To society?*
- *How do you feel about work?*
- *Does everyone feel the same about work? Why or why not?*
- *What is your "work?"*

b. Design a bulletin board or display entitled "The Work of the Family." Include pictures, photographs, illustrations, and words or phrases that explain the work of the family. Identify aspects of this work that are the same for all families. Explain how each family is unique in its approach to the work of the family.

Discussion Questions
- *What happens when the responsibilities in the work of the family go unfulfilled?*
- *How do you contribute to the work of your family?*
- *Why is the work of families important to individuals? To society?*

c. Write and illustrate a story entitled "A Work Day in the Life of . . .[yourself]" about the work that you do on a typical day. Describe specific work tasks

that you do at home, at school, and in any paid employment or volunteer work. Conclude your story with your personal definition of what work means to you.

2. Family values ang goals regarding work

a. Read **Work and Family Values and Goals (p. 14)** and discuss the advantages and disadvantages of each of the perspectives described. Classify each of the case studies below according to the value of work for the family. Then consider your own family and identify its value perspective toward work and family.

(1) Todd's mother has a job as a computer programmer. She works from 9:00 to 5:00 p.m. on Monday through Friday and does not accept overtime assignments. As a single parent, she spends almost all time outside work with Todd and his younger brother. She volunteers for events at Todd's school and attends all sports events in which he participates. Any extra time is spent in family management responsibilities, such as keeping the apartment clean, paying bills, and planning and preparing meals. Todd's mother's job is important to her in the sense that it provides money and health-care benefits she needs to support her family.

(2) William's mother and stepfather were married two years ago and now have custody of William and his two stepbrothers. William's stepfather is a salesperson and was recently offered a promotion involving more out-of-town travel. The family made several adjustments because of this work-role change. As a nurse, William's mother was able to arrange her work schedule to a different shift. William was assigned more responsibility in caring for his younger stepbrothers, especially when William's stepfather is out of town. William's mother and stepfather feel very strongly, however, about weekends being family time. Neither accepts work responsibilities on Saturdays or Sundays. Family activities are planned carefully and time is spent sharing household responsibilities.

(3) James is proud of his father, who built an electronics company from the ground up. His father, who gained custody of James last year, tries to spend as much time with James as possible. But James knows that because his father works late many evenings, he cannot be around all the time. On Saturdays, James will sometimes go to the office with his father, who then goes through mail and finishes paperwork from the previous week. His father looks forward to when James is grown up and can work with him in the business.

Discussion Questions

- *Is any one of these value perspectives best? Why or why not?*
- *What would happen if members of a family held differing value perspectives regarding work and family?*

- *What would happen if members of a family held the same value perspective regarding work and family?*
- *How can families determine which value perspective is best for them?*
- *Would the value perspective of family members be likely to change under changing circumstances, such as the birth of a child, divorce, aging of children? Why or why not?*

b. **Action Project:** Read a book about a family, view several episodes of a television show about a family, or select your own family as an example. Write a paper identifying the value perspective of that family toward work. Provide specific examples of behavior that reflects that value perspective and tell how that value perspective influences that family's life.

3. Balancing needs of self, relationships, and work

a. View **The Balancing Act (p. 15)**. Write two goals you have for yourself in each of the areas identified on the transparency: work and/or school, relationships, and self. In small groups, share your goals and discuss how your life is balanced regarding these three areas.

Discussion Questions
- *Which of these areas--work, relationships, or family--takes the most time and energy in your life? Why?*
- *Which of these areas is most important to you? Why?*
- *What happens when one area of your life is more demanding than you would like it to be?*

b. Complete **A Delicate Balance (p. 16).**

4. Interconnectedness of work and family life

a. Create cartoons or collect illustrations or photographs depicting how work affects your family. Examples might be a happy parent with a paycheck, the morning rush to get ready for school or work, or an exhausted family member after a rough day at school or work. Post the cartoons around the classroom and identify ways in which work and family affect each other.

b. Review the overhead transparency **The Effects of Work on the Family (p. 17).**

c. In small groups, select one of the situations below and create a skit for that situation, illustrating how work affects the family and how families affect work. Present your skit to the class and identify the consequences of each situation for the family members, the work environment, and the community.

(1) Carl's mother recently got a promotion at work and he and his older sister are happy about the extra money their mother is making. Since the promotion, Carl has noticed that his mother is exhausted after work. The extra responsibility of her new job places more stress on her and she seems more nervous and irritable. Carl and his sister are frustrated that their mother is less patient, and they all seem to be arguing at each other more than ever.

(2) Maria manages a fast food restaurant and has recently been going through a divorce. Her two young children are not taking the divorce well, and have often been sick over the last few months. She is frequently away from work to take care of them or to meet with her attorney.

(3) Mark lives with an older brother who is married and has two small children. Mark's brother was recently fired from his job and wants to go back to school to be trained in a new field. Since no one else in the household has a job, the family has only Mark's brother's unemployment check with which to meet their living expenses. Mark's brother has asked Mark to get a job after school and on weekends to help out with the rent and the groceries. Mark is not doing all that well in school and wonders if he can handle the added responsibility.

(4) Brian's teacher has noticed that his grades are dropping dramatically this quarter. Brian is less attentive in class and rarely turns in assignments. His teacher asks to talk with Brian about his work in the class. Brian tells the teacher that his father was in an accident at work and has been hospitalized. Brian has been spending a lot of time at the hospital and is worried about his father's recovery.

(5) To earn extra money, Desi got a job filing documents at a local law firm. She was surprised to find that she really liked the work. Desi found out that one of the attorneys graduated from the same high school Desi attends, and Desi has spent time talking with her about what it is like to be a lawyer. Since this work experience, Desi has set a goal to become an attorney, and is more serious about her classes in school.

Discussion Questions

- *Which of the consequences in these situations were negative? Positive? Why?*
- *How could the situations with negative consequences be changed to reflect more positive consequences?*
- *What personal and family values are reflected in these situations? How did taking action on these values affect the family members involved?*
- *How can you provide leadership in your present and future family to help family members be a positive influence at work? To help work affect family members in positive ways?*

d. **FHA/HERO**: Invite a panel of people who balance work and family roles. Include people from a variety of families such as single parent, extended, or blended. Include both adults and older teens. Develop a list of questions to ask the panel members regarding their work roles, their family roles and work tasks they are responsible for at home, and ways in which their work affects

family and in which their family affects work. Following the panel presentation and question-and-answer session, summarize the findings by asking each chapter member to share two things learned about how work affects families.

5. Management strategies for balancing work and family life

a. Interview at least three working parents, classmates, or family members from a variety of family situations. Compile the interviews and write conclusions about the responsibilities of managing work and family.

(1) Describe what you do in a typical day.
(2) Which of your responsibilities are work-related?
(3) Which of your responsibilities are personal or family-related?
(4) How many other people count on you each day? Who are they and what do they count on you for?
(5) What is the most difficult thing about managing work and family responsibilities? The easiest thing?
(6) What advice would you give to others who are trying to manage work and family responsibilities?

Discussion Questions

- *Why should we be concerned about managing work and family responsibilities?*
- *How does the balance of work-related responsibilities and family -related responsibilities change throughout life?*
- *What skills would a family member need to balance these responsibilities?*

b. In cooperative learning groups, select one of the topics below that represents a strategy for balancing work and family responsibilities. Using resources such as *Dimensions of Family Life* (Jorgensen & Henderson, Southwestern Publishing Co., 1990) or *Balancing Work and Family Curriculum* (The Ohio State University Extension Service), create a pamphlet describing the strategy. Present your pamphlet to the class. Describe the importance of the strategy to balancing work and family responsibilities.

(1) "Tips for Making the Best of Your Time"
(2) "Beat the Stress Monster"
(3) "Share the Load! Delegating Household Responsibilities for All to Share"
(4) "Managing the Morning Rush Hour at Your House"
(5) "Prioritize! Setting Priorities for Work and Family Life"
(6) "Throw Out the Life Line! Personal, Community, and Employment Support Systems for Balancing Work and Family Responsibilities"

c. **Action Project:** Develop a personal plan to balance your work (or school) and family responsibilities, using at least three of the techniques identified in the group presentations above. Follow your plan for three weeks and write a paper summarizing the plan's effectiveness.

Assessment

Paper and Pencil

1. Without the aid of references, write a paragraph that describes the meaning of work in relation to families. Include a definition of work and explain why work is important to individuals, families, and society.

2. Without the aid of references, describe at least three ways in which families are affected by work and at least three ways in which work is affected by families.

3. Without the aid of references, identify at least three management strategies for balancing work and family roles.

Classroom Experiences

1. Write a story about the work that you do on a typical day in your life. Describe specific work tasks that you do at home, at school, and in any paid employment or volunteer work. Conclude your story with your personal definition of "work."

2. In small groups, use resources to create a pamphlet describing a management strategy for balancing work and family responsibilities.

Application to Real-life Settings

1. Write a paper identifying your family's value perspective toward work. Provide specific examples of behavior that reflects that value perspective and tell how that value perspective influences your family's life.

2. Develop a personal plan to balance your work and/or school and family responsibilities, using at least three of the management strategies identified in the class. Follow your plan for three weeks and write a paper summarizing the plan's effectiveness.

WORK AND FAMILY VALUES AND GOALS

	Value of Work for the Family	Identifying Behaviors	Goals
Primarily Income-Oriented	• Work brings only financial means of existence: necessary evil.	• Family finds major pleasure in outlets other than work. • Family activities are totally apart from work world. • Family members are only vaguely aware of actual work of other family members.	• Short-range: Continue to maintain job in order to have income. • Long-range: Discontinue work as soon as financially possible in order to seek pleasure elsewhere.
Integrated	• Work is highly valued, yet other aspects of life are equally valued.	• Pleasures are received from both work world and other aspects of life. • Family activities are intermixed with the work activities. • Members have awareness of actual work activities of other family members.	• Short-range: Seek career work challenges tempered with meaningful personal and home life. • Long-range: Retire at typical stage; maintain interest in work world yet develop new interests and capabilities.
Primarily Career-Oriented	• Work provides major meaning and fulfillment for family members.	• Pleasure is gained from work world. • Many or most family activities revolve around the work world. • Family members are strongly aware of, and may be involved in some aspect of each other's work world.	• Short-range: Continually improve work position in order to gain new challenges and personal growth in the work world. • Long-range: Extend work life as long as possible; retire late or not at all; work interest continues into later years.

Source: S. Jorgensen & G. Henderson, *Dimensions of Family Life*, Cincinnati: South-Western Publishing Co., 1990.

THE BALANCING ACT

All people have many demands on their lives. As a teenager, your family expects certain behavior from you. Perhaps you have to care for younger brothers or sisters or keep your room clean. You also have expectations for your work at school. You may be responsible for homework or assignments in class. Your job has demands, too. Perhaps your employer needs you to work certain days that conflict with your other activities. Then there is you. You have a need to be yourself and to do things for yourself. You need to eat, sleep, and have time to relax and be with friends.

The challenge you face is to give the right amount of time and energy to each aspect of your life: self, work and/or school, and relationships. There will always be conflicts in the way you want to divide your life. As an adult, you will also need to balance relationships, work, and self. When life is in balance, your needs for each of these areas are being met.

Work and/or School:
Having a job, maintaining a home, doing volunteer work, or going to school
Relationships:
Activities involved in relating to family, friends, and others
Self:
Eating, sleeping, exercising, and pursuing hobbies and leisure activities

Adapted from M. Bingham, & S. Stryker, *More Choices: A Strategic Planning Guide for Mixing Career and Family*. Santa Barbara, CA: Advocacy Press, 1987. Copyright Girls Incorporated of Greater Santa Barbara. Reprinted with permission of Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102. Not to be duplicated in any other form.

A DELICATE BALANCE

Directions: After reading each case study draw lines in the corresponding circle to show the relationship between work, relationships, and self. Include all three aspects in each circle. In small groups, share your conclusions and list the possible consequences.

1. Bill attends high school and has a part-time job. He works weekends and at least three nights a week. He spends any nonwork time doing homework or studying. His friends complain that they never see him. His family complains that he is never at home and doesn't handle his share of the household responsibilities.

2. As a teenage parent, Becky is concerned about her child receiving the best care possible. She enrolled in a parenting program called GRADS and reads everything she can about nutrition and child care. When she is at school, her child is cared for in the high school center, operated by the child-care job training program. Her time outside the school day revolves around her child. Any time remaining in the day goes to studying. She has little time for herself.

3. David hates school and does just enough work to get passing grades so that he can graduate. He spends most of the school day talking with friends. After school, he listens to music and watches television, occasionally going out with friends. His mother would like to see him get some work experience so that he can start thinking about what he wants to do after high school, but David hates to do any kind of work. After all, this is the time in his life to have fun.

4. Write a case study describing the life of a parent or another adult. Complete a circle for them.

_____

_____

_____

5. Write a case study about yourself on the lines below. Complete a circle depicting your life.

_____

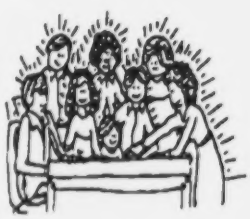
_____

_____

THE EFFECTS OF WORK ON THE FAMILY

WORK AFFECTS FAMILIES BY...

- Providing an economic means of existence
- Influencing the structure (scheduling) of family life
- Providing an avenue for personal satisfaction
- Requiring mobility
- Providing status
- Serving as a source of frustration that may carry over into family life



FAMILIES AFFECT WORK BY . . .

- Providing competent workers through development of capabilities and interpersonal competencies
- Serving as a source of frustration that may carry over into work life
- Restoring workers for their work roles by providing nutrition, relaxation, tension reduction, acceptance and love

Source: S. Jorgensen & G. Henderson, *Dimensions of Family Life*, Cincinnati: South- Western Publishing Co., 1990.

Resource Management

Solving Personal and Family Problems

This module has been reprinted from the *Personal Development Resource Guide*. Since it is recommended that the Personal Development and Resource Management core course areas be combined and offered as a year-long course, the four process modules are the same in both resource guides.

Module Overview

Practical Problem: What should I do regarding solving personal and family problems?

Process Competency 0.0.2: Apply problem-solving process to personal and family problems for well-being of self and others

Competency Builders:

- 0.0.2.1 Clarify personal and family issues
- 0.0.2.2 Identify adequate, reliable information and resources for personal and family problem solving
- 0.0.2.3 Create alternative choices for solving problems
- 0.0.2.4 Evaluate potential consequences of alternative choices
- 0.0.2.5 Use criteria and standards to make ethical decisions
- 0.0.2.6 Evaluate outcomes

Supporting Concepts:

1. Personal and family issues
2. Value information for solving problems
3. Factual information for solving problems
4. Alternatives and consequences
5. Criteria and standards for making choices
6. Evaluation of outcomes

Teacher Background Information

Rationale

The quality of work and family life depends on the ability to solve practical problems. These practical problems are complex, each with a varying context, requiring reasoning about what is best to believe and do in changing contextual conditions. Unfortunately, there is evidence (Perkins, 1985; Laster, 1987) to indicate that both youth and adults do not reason well to answer everyday what-to-do questions--especially problems involving actions that will affect the well-being of others. Perkins (1987) found that normal education at the high school, college, and graduate school levels had only a slight impact on everyday informal reasoning skills. In fact, with the exception of home economics, educational programs do little to develop the value reasoning skills needed to solve these human survival and family life problems.

All educators are responsible for helping students prepare for their future by developing the critical and creative thinking skills involved in solving problems. Deep, elaborative, and constructive thinking is required for learners to have meaningful learnings that can be remembered and used later.

Solving Personal and Family Problems

Since half of the information in any field is estimated to become outdated in six years, "students will be better equipped for the future if they are good thinkers rather than good memorizers of a fixed body of knowledge" (Willis, 1992, p. 1). Employers' competitive edge is increasingly dependent on their employees' basic thinking skills, and "workers are being challenged as never before" since they often lack the needed learning, creative thinking, and problem solving skills (Carnevale et al., 1990).

As problems become more complex and lead to farther reaching moral consequences, individuals need help in developing their moral reasoning abilities. Individual and family issues as well as many of the significant problems facing society today have complex moral dimensions. Issues such as family violence, meaningful education, quality environment, care of the young and elderly, declining moral and ethical behavior, increasing self-centeredness, and declining civic responsibility require practical, moral reasoning at family, community, and global levels. Such reasoning is necessary because the contexts of these problems are constantly changing: the global environment, people and their developmental stage, relationships between people, and value priorities.

Recent developments in cognitive psychology and home economics have led to the conclusion that thinking and learning skills can be modified. Practical intelligence, a set of learning and thinking skills needed for solving everyday problems, can be developed when adolescents are missing essential cognitive processes. Both Martin (1988) and Vulgamore (1991) were able to significantly increase their students' level of decision making by offering formal instructional activities. These findings suggest the need to formally help students develop practical problem solving skills, including decision-making and critical-thinking processes.

Background

Fulfilling work and family roles involves solving both scientific and practical problems and using a variety of thinking processes to solve those problems, as illustrated in Table 1. Solving both scientific and practical problems requires reasoning: reaching conclusions, inductively or deductively, from knowledge. However, scientific and practical problem solving processes differ in the types of knowledge needed to solve the problem.

Scientific problems, such as *what is*, *why*, and *how* questions, require scientific reasoning in which conclusions are reached from factual knowledge and inferences gained through observations. Practical problems, on the other hand, involve value questions that require rational and moral judgments, affecting people and their well-being. Thus both factual knowledge and value knowledge are used to solve practical problems.

Practical problem solving, as identified in Table 1, is the process used to decide what is best to do when faced with a practical problem. An important component of this process is practical reasoning. Practical reasoning is the part of the practical problem solving process required for coming to the best conclusion about what to do. Practical reasoning involves high-level thinking and deep, elaborative information processing, including both critical and creative thinking skills. Critical thinking skills such as assessing information accurately, judging the viability of alternatives, and making a decision, are important to this process. In addition, creative thinking skills such as imagining consequences, conceptualizing alternatives, and empathizing with others are important to practical reasoning.

Work and family life problems have consequences that may benefit or harm people, and therefore involve moral consequences. Complex problems often involve many values, and consequently value

Table 1
THINKING PROCESSES USED IN WORK AND FAMILY LIFE PROBLEMS

Practical Problem Solving	Scientific Problem Solving	Decision Making	Planning Process
[Uses practical reasoning to answer a practical or value question concerning what to believe and do; deciding what action is best to take. Considers the questions: *what to do, what should be done,* or *what ought to be done?*]	[Uses scientific reasoning to answer theoretical or technical questions: *what is, what controls, what factors, why, how does. . . ?*]	[Uses technical steps to decide how to answer the *what to do* question; reasoning is assumed and not encouraged.]	[Uses technical steps as management tool to select, carry out, and manage projects.]
1. Analyze the situation and identify the real problem.	1. Define the problem.	1. Identify the decision to be made. Examine the goals and constraints of the situation.	1. Identify concerns.
2. Seek and evaluate information: • Contextual factors • Values and goals • Alternative actions -Technical action -Interpretive action -Empowering or emancipatory action • Consequences of actions Use criteria for judging information and data: • Reasonably comprehensive • Reliable • Accurate	2. Collect information about the problem: • Theories • Previous research 3. Form a hypothesis. 4. Experiment to test the hypothesis. 5. Observe and record data from the experiment.	2. List the alternatives. 3. Consider the risks. 4. Weigh the alternatives, such as by • Listing advantages and disadvantages • Determining the consequences for self and others	
3. Evaluate actions and potential consequences using values and goals (especially ethical and moral value standards) and contextual factors as criteria.	6. Draw conclusions based entirely on facts observed in the experiment.		2. Set a goal.
4. Draw conclusion and select the best action(s) based on: • Values and goals: -Moral and ethical -Feasible in context -Values of others involved • Facts • Imagined possibilities		5. Select an alternative.	3. Form a plan of action: • Who • What • When • How • Why • Where
5. Take action.			4. Act.
6. Reflect on decision and evaluate action.		6. Accept responsibility.	5. Follow-up. Evaluate.

conflicts arise when trying to decide between alternative actions or choices. A major component of practical reasoning is value reasoning. Value reasoning means reaching conclusions, inductively or deductively, from values or value principles. Value reasoning involves clarifying the values held by those involved in a particular problem situation, but goes beyond values clarification to consider the consequences of values and evaluate and consciously select the values that should guide actions. Fundamentally, value reasoning distinguishes practical problem solving from scientific problem solving, traditional decision making, and planning processes (See Table 1).

Practical reasoning involves determining an action or actions that have the best reasons for choosing that particular action. The best reasons are (1) reliable, truthful, relevant, and adequate supporting facts and (2) morally defensible value claims. Morally defensible value claims are reasons that show concern that the consequences of the action benefit all who are or will be affected by the act (Coombs, 1971).

For example, possible actions and their potential consequences are evaluated using these values or value principles as criteria to decide what ought to be. Therefore, good practical reasoning is deciding among alternative courses of action by determining which course of action (1) is based on reliable, relevant, and adequate reasons, and (2) fulfills the moral value principle of best consequences--actions benefit, not harm, all who are (or will be) affected with both short-term and long-term effects--to the highest degree possible within the bounds of morality (Coombs, 1971).

The planning process used in the FHA/HERO program is a management tool to guide an individual or group in selecting and carrying out projects to fit their needs and concerns. It is not a reasoning tool. As compared to practical reasoning in Table 1, practical reasoning is the most appropriate reasoning process for (1) deciding which problem or concern should be selected for action; (2) deciding which goals to set; (3) deciding who, what, when, and where the activity should take place; and (4) evaluating the success of the activity using value standards or criteria selected as part of the goal. Practical reasoning will need to be used repeatedly in forming the plan. Encouraging students to collaboratively decide on the values they will use to decide among alternative actions or to create an action is the key to good practical reasoning.

When using the practical problem solving process, "good thinkers" demonstrate specific behaviors. "Good thinkers"

1. Are complex thinkers
   - -Open to multiple possibilities and alternatives
   - -Consider alternative viewpoints
   - -Use and search for evidence to support and refute alternative viewpoints
   - -Anticipate and evaluate consequences of actions
   - -Evaluate alternative actions with a variety of criteria or value standards
2. Are reflective and deliberate, searching extensively when appropriate
3. Believe in being rational
4. Believe thinking can be effective
5. Use intellectual standards and criteria for assessing their thinking and the thinking of others
6. Are ethical and moral thinkers
   - -Morally aware-- sensitive to ethical and unethical beliefs and actions and their consequences in everyday life
   - -Concerned about the interests of others rather than only their own interests

Practical reasoning is a process that is needed daily in our everyday lives to make the best decisions for all affected. Individuals develop their practical reasoning abilities through individual, family, class, and organizational practical problem solving. As problems become more complex and lead to farther-reaching consequences, individuals need help in developing their reasoning abilities and practical reasoning skills in larger and more complex groups.

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Learning Activities

1. Personal and family issues

a. Select an index card from a deck of cards, depicting one of the problems identified on **Face to Face With Practical Problems (pp. 33-35)**. Read the problem on your card and decide which of the following categories of problems is representative of your problem. Find the other classmates who

have problem situations in that category and form a group. Share your problem situation with the other members of the group and list ways that all your problem situations are alike and ways that they are different. Share your answers with the class. Read **What Are Practical Problems? (p. 36)**, and compare the problem situations identified previously with the characteristics of practical problems.

(1) Problems in family relationships
(2) Problems with friends
(3) Problems with work or school
(4) Problems with boyfriends or girlfriends
(5) Community problems

Discussion Questions
- *How often do people face practical problems?*
- *Is there more than one right way to solve these problems?*
- *What skills do you need in order to be able to solve practical problems?*
- *How would developing your skill in solving practical problems influence your life? The lives of others?*

b. In the problem-analysis groups formed earlier, describe how you would go about solving the problems on your index cards. List things you believe people should consider before deciding what to do about a practical problem. Share your answers with the class.

c. Using the **Practical Problem Solving Think Sheet (pp. 37-38)**, and **Reason Through Practical Problems--Teacher Information (pp. 39-40),** identify the parts of the practical problem solving process used to reason through problems.

Discussion Questions
- *Why should you use reasoning to solve practical problems?*
- *Why is each part of the practical problem solving process important when solving practical problems?*
- *If you use only some parts of the practical problem solving process, will you always choose the best solution? Why or why not?*

d. Write a paragraph in response to the quote "A problem is a chance for you to do your best," by Duke Ellington. Consider the following questions as you write your response:

(1) Why is it important to take responsibility for the practical problems you face?
(2) What would happen if people ignored or avoided practical problems?
(3) When it comes to practical problems, what does it mean to "do your best?"

e. Select a newspaper or magazine article that illustrates a problem and explain whether or not the problem identified in the article is a practical problem. Share your article with the class. Display these articles on a bulletin board entitled "Face to Face with Practical Problems" and illlustrating the characteristics of practical problems.

f. Complete **My Problem-Solving Profile (p. 41).**

g. Read the case studies below and decide whether or not they illustrate examples of using reasoning to solve practical problems. As a class, make a chart illustrating the positive and negative consequences of using and not using reasoning to solve practical problems.

(1) Kevin is at a party and everyone is shooting up. He's never tried it. He's heard about the consequences of using drugs, but he doesn't consider these consequences as he makes his decision. He just wants to do what everyone else is doing, so he joins the others.
(2) Kyle is being teased by a group of guys at school. They call him names, steal things from his locker, and threaten him. After school one day, he suddenly turns and hits one of them in the stomach.
(3) Tamika hates school. Her older friends have dropped out. In fact, her parents dropped out of high school, too. She's not doing very well this quarter and has decided to follow the tradition in her family and drop out soon.

Discussion Questions
- *Would you have made similar decisions if you were in each of the above situations? Why or why not?*
- *Would the decisions made above be different if reasoning was used in solving the practical problem?*
- *What should be considered in each case study in order to make the best choice for self and others?*

h. Watch a teacher demonstration on using the practical problems solving process to solve a practical problem. Complete the **Practical Problem Solving Think Sheet (pp. 37-38)** for each reasoning component as you listen to the teacher reason through the practical problem below:

(1) Sandra is popular at school and has many friends. She is very conscientious about doing things her friends like and being the best friend possible. Sandra's mother is going to visit relatives this weekend, which means Sandra will be at home alone. Her mother expects her to follow the same rules Sandra has when her mother is at home. When her friends find out that Sandra's mother will be out of town, they suggest that she have a huge party. At first Sandra thinks it is out of the question, but her friends keep pressuring her. What should Sandra do?

i. Conduct a Reasoning Olympics! In small groups, select one of the practical problems identified on **Face to Face with Practical Problems (pp. 33-35)** and decide what is best to do by using the REASON Model. Record your thinking on the **Practical Problem Solving Think Sheet (pp. 37-38)**. Present your solution to the rest of the class. After all groups have presented, take a class vote to decide which groups should receive a gold, silver, and bronze medal for outstanding reasoning. Describe the criteria you used to determine which groups did the best reasoning.

j. **Action Project**: Keep a journal recording your observations about how you solve practical problems. For each problem you solve, write a statement of the problem, choices considered, consequences considered, the solution selected, and justification. Record the actual outcome of the solution to each problem. Evaluate whether or not your solutions were best for you and others.

k. **FHA/HERO:** Survey others to find out whether they perceive themselves as effective problem solvers. Using the statements from **My Problem-Solving Profile (p. 41)**, develop questions to use in interviewing others about their problem-solving techniques. Ask those interviewed to rate their skill in solving problems. From the responses, identify processes frequently used in solving problems. Describe the problems most often faced by those you interviewed. Compile a profile of people your age as problem solvers, comparing the number of those who use reasoning and the number of those who do not. Publish your findings in the school newspaper along with resources and suggestions for improving problem-solving skills.

l. Review the first component of the practical problem solving process as outlined on **REASON Through Practical Problems--Teacher Information (pp. 39-40)**. Examine the questions that help you recognize the context of a problem. Define the word *context* and explain that one of the characteristics of practical problems is that each has a different context. On a poster, overhead transparency, or chalkboard, write the items below that represent factors or details about the context of a problem that can vary from situation to situation.

(1) Resources available: Examples are financial, material, or human resources
(2) Situational factors: Examples are rules or laws governing behavior, time, location, and weather

Discussion Questions
- *What would happen if you did not examine the context of each problem?*
- *Why is each problem different?*
- *Is it possible for a solution to be best in one situation and not in another? Why or why not?*

m. Complete **Key Points to Considering the Context of Problems (p. 42)**.

2. Value information for solving problems

a. Research the definition of values, and write the following universal values on a poster or bulletin board to display in the classroom. Universal values are those core values that transcend cultures, religions, and time to become norms of ethical conduct. Define each of the universal values. Collect newspaper or magazine articles about situations in which people made choices based on these values. Display the articles in class.

(1) Honesty: Honest people are truthful and sincere.
(2) Integrity: People with integrity behave in a manner that is consistent with ethical beliefs.
(3) Trustworthiness: People worthy of trust keep promises and fulfill commitments.
(4) Loyalty: Loyal people provide support and commitment to others consistent with ethical standards.
(5) Fairness: Fair people are committed to justice, the equal treatment of individuals, and respect for diversity.
(6) Caring: A caring person shows concern for the well-being of self, others, and the environment.
(7) Respect: Respectful people have confidence in their beliefs and values and acknowledge, understand, and support the right of others to express their beliefs.
(8) Responsibility: A responsible person contributes to the local and global community in positive ways and encourages the participation of others.
(9) Pursuit of Excellence: In the pursuit of excellence, people take pride in their work, give their best effort, reflect on the results of their work, and apply the knowledge gained to subsequent tasks.
(10) Accountability: This quality enables individuals to know, understand, consider, and accept the impact and consequences of personal actions and decisions.

(Source: Working papers from Virginia Department of Education, Adolescent Education, Vocational Education, 1992.)

Discussion Questions
- *Why do you think each of these values is considered a universal value?*
- *Why are these universal values important when solving practical problems?*
- *What are the consequences of taking action based on these values?*

b. Complete **Values That Influence Problem Solving (p. 43).**

Discussion Questions
- *Which types of values are most often likely to influence your decisions about practical problems? Why?*
- *How do each of these values reflect the universal values previously identified?*
- *What are the consequences of taking action based on each of these values?*

c. **Action Project:** Keep a record of ways that you and others choose to solve practical problems. Record not only your decisions, but the decisions you observe family members, friends, community members, and public figures making about practical problems. Make a chart illustrating the practical problem, the person making the decision, the decision made, and the values reflected by that decision. Analyze the chart and determine those values that were most often used. Explain the consequences of making decisions about practical problems based on those values.

3. Factual information for solving problems

a. Design a bulletin board or display entitled "Finding Facts for Problem Solving." Feature questions that will help problem solvers find adequate information for making good choices, such as those listed below. In small groups, choose several categories of practical problems, such as career choices, nutrition and wellness choices, consumer choices, or parenting choices. List types of information needed to solve problems in each category and sources where the information could be obtained. Include these lists in the bulletin board or display.

(1) What information do I need to solve this problem?
(2) Where can I go to get this information?
(3) How do I know when I have enough information to solve the problem?

Discussion Questions
- *What is the difference between value information and factual information?*
- *Why is factual information important to practical problem solving?*
- *What are the consequences of making a decision about a practical problem without adequate information?*

b. Write the questions below on a chalkboard, poster, or overhead transparency. Explain how each question could be used to determine whether sources of information are reliable. Add any other questions that would help you determine the reliability of information for problem solving. Create a mobile or poster featuring these questions, which can hang in the classroom and be used to evaluate the reliability of information used to solve practical problems in class throughout the school year.

(1) Is the author or source of information reputable?
(2) What are the credentials of the author or source of information?
(3) Where and when was this information published?
(4) Does the author or source of information have anything to gain by promoting this information?
(5) Is the information presented in a logical way and supported by reputable and extensive research?
(6) Does more than one reputable source support the same information?

4. Alternatives and consequences

a. In small groups, choose one practical problem from **Face to Face With Practical Problems (p. 33-35)**, or select a practical problem that you will face this year. Write a statement of the problem at the top of a large sheet of paper or posterboard. Beneath it, write at least three possible solutions to that problem. Exchange papers with another group. Read that group's problem and solutions, and write the short-term consequences of each solution. Exchange papers with yet another group, and write the long-term consequences for each of their solutions. Retain your original paper and put a "+" beside those consequences you believe to be positive and a "-" beside those consequences you believe are negative.

Discussion Questions
- *How many choices are usually available for solving practical problems?*
- *Is ignoring a practical problem a choice?*
- *What are the benefits of considering many different choices when solving practical problems?*
- *Why is it important to consider the consequences of each choice?*
- *How will these consequences affect your decision about which choice is best?*

b. Complete **Who Should I Consider? (p. 44).**

Discussion Questions
- *How did you decide who to consider in each situation?*
- *How would the consequences for others impact your decision in each situation?*
- *Why is it important to consider the consequences for others when making choices about practical problems?*

5. Criteria and standards for making choices

a. Using a dictionary, write the definition of the word *ethical* on the chalkboard and list professions that have a code of ethics, such as medicine, law, and business. Identify reasons for having these codes of ethics. Explain reasons for having a personal code of ethics in each of the areas listed below. Identify rules that could be included in this personal code of ethics.

(1) Work
(2) Family
(3) Friendships
(4) Community
(5) Environment

Discussion Questions
- *How you know when something you do is ethical? Unethical?*

- *What happens when people do not solve practical problems ethically?*
- *How can you make ethical decisions?*

b. Imagine that you have just been appointed a judge of ethics regarding practical problem solving. In each situation below, determine whether the behavior is ethical. And if not, tell what could be changed to make the behavior ethical. Share your responses with the class and list criteria for ethical behavior.

(1) William just moved to town and has been trying hard to make new friends. Finally, someone approached him to join a new club in his neighborhood. In order to show his loyalty to the group and be initiated, he must steal something from a store. He steals a video game and is initiated into the club.

(2) As Shawn is leaving a party with some other friends, she notices one of her best friends getting into the driver's seat of a car. Shawn knows that her friend is drunk, but Shawn does nothing. She figures her friend will probably be okay.

(3) The new foreign-exchange student is in one of Ellen's classes at school. Her friends start making fun of him because he dresses differently and has a strange body odor. Ellen thinks their teasing is mean, but she doesn't say anything because she doesn't think it's right to criticize her friends' behavior.

(4) Before school one morning, Terry notices two of his friends putting a gun into the trunk of a car. Later that day, he hears the same two friends threatening to hurt another student. Terry can tell that his friends are really mad and suspects that the threat is serious. Terry chooses not to tell anyone about the gun because he doesn't want to get involved in the situation.

(5) All his life, Frank has had a goal to be a good football player. His brothers were both good players and he wants to be like them. In spite of making the team and working really hard, Frank is just not physically big enough to be a first-string player. One day, his best friend, who is also on the team, approaches him about taking steroids. Frank takes them, feeling that it is his only way to reach his goal.

c. Examine **Question. . .Test! Which Choice is Best? (p. 45).** Explain how the questions identified could be used in determining if the solution to a practical problem is ethical. Design posters or locker signs with these questions to help you make ethical choices.

Discussion Questions

- *Why should you be concerned about making ethical choices?*
- *Is it difficult to make ethical choices?*
- *Can there be more than one ethical solution to a given problem? Why or why not?*
- *In a given situation, will each person make the same "ethical" choice? Why or why not?*

d. Listed below are the characteristics of reasons used to support ethical choices. Explain why it is important to use good reasons when selecting the best choice to solve practical problems.

(1) Is related to the problem
(2) Helps others understand the solution
(3) Represents an ethical value judgment
(4) Is consistent with personal values and goals related to the problem
(5) Reflects what is best for self and others
(6) Is supported by factual information

e. In small groups, write three good reasons for selecting the solutions listed below. Present your reasons to the class and explain why they are good reasons.

(1) Completing high school
(2) Saying no to drugs
(3) Volunteering to help others
(4) Taking a leadership position in an organization
(5) Postponing sexual intercourse until marriage

6. Evaluation of outcomes

a. Review **Putting Decisions Into Action (p. 46).** Explain why it is important to consider the items on this handout when planning for action.

b. Write the questions below on a chalkboard or overhead projector. Explain how these questions could be used to evaluate the outcome of practical problem solving.

(1) Do my actions reflect the decision made?
(2) Are my actions solving the original problem?
(3) Are my intended actions achievable in this situation?
(4) Are my actions ethical?
(5) Do my actions enhance the well-being of myself and others?
(6) Will my actions result in positive long-term consequences?
(7) Would I take the same actions again?
(8) Do my actions reflect the best I can do in this situation?
(9) What have I learned?
(10) How will I handle similar situations in the future?

Discussion Questions
- *Why is it important to evaluate the outcomes of practical problem solving?*
- *What can you learn from your experiences in solving practical problems?*

c. **Action Project:** Select a practical problem that you are currently facing. Using **Putting Decisions Into Action (p. 46),** make a plan to carry out the

best solution. After implementing your plan, answer the questions used to evaluate problem-solving outcomes.

Assessment

Paper and Pencil

1. Given case studies, clarify personal and family issues by stating the problem to be solved, identifying the type of problem, and describing at least two factors affecting the problem.

2. Given case studies, create at least three alternatives for solving each problem.

3. Given choices to a problem situation, evaluate potential consequences of each alternative choice by listing at least two positive and two negative consequences of each choice.

4. Given case studies, use criteria and standards to make ethical decisions. Test the decision by applying questions used to determine whether a solution is ethical.

5. Given a solution to a problem situation, evaluate the outcomes of the solution by identifying short-term and long-term consequences of the action taken and determining if the problem was solved.

6. Given a practical problem solving worksheet and a sample practical problem, use each component of the practical problem solving process to reach a justifiable solution.

Classroom Experiences

1. In a small group, select a practical problem and use the components of the practical problem solving process to reach a justifiable solution.

2. Given choices for solving practical problems, choose one and write three good reasons for selecting it. Present your reasons to the class and explain why they are good reasons.

Application to Real-life Settings

1. When confronted with real-life practical problems as recorded in personal journal entries, use the components of the practical problem solving process to reach a justifiable solution.

2. Using a personal record of ways that practical problems are solved, make a chart illustrating the practical problem, the decision made, the person making the decision, and the values reflected in that decision. Analyze the chart and determine those values that were most often used. Explain the consequences of making decisions about practical problems based on those values.

3. Using a real-life practical problem, choose a solution and develop and implement a plan to carry out the decision made through practical problem solving. Evaluate, using the evaluation questions developed in class, the outcome of taking action regarding the problem.

FACE TO FACE WITH PRACTICAL PROBLEMS

Problems in Family Relationships

1. You and your younger sister are in the middle of another fight. She borrowed your tape player without asking you and now it is broken. You saved for a long time to buy it and would never have let her use it if she had asked you first.

2. As you come home from school one day, you see your stepfather leaving the apartment in a hurry. He passes you without saying a word. You enter the apartment to see your mother lying on the kitchen floor. Though nothing seems to be broken, her face is red and is starting to swell up. You ask her what happened, but she does not reply. Instead, she asks you not to tell anyone what you saw or to say anything to your stepfather.

3. You are at a friend's party and are surprised to see your younger brother. It is apparent that he has been drinking heavily and now looks pretty sick. You offer to take him home and he begs you to not tell your mother about his being at the party. He had told her that he was going to see a movie.

4. You have been looking forward to going to your first rock concert, and your friend has tickets for both of you. Your mother has forbidden you to go to the concert, saying that you are too young. The only way you could go is if you tell your mother you are staying all night at a friend's house and lie to her about what you are doing.

5. Six months ago your father lost his job, and times are hard for your family. One night, your father talks with you and explains that it may be a while until he finds work. He asks if you would be willing to get a job and work after school or on weekends to earn extra money for the family. You recently tried out for the soccer team and have been struggling to keep your grades up. You feel like handling a job would really be difficult for you.

Problems With Friends

1. You are excited that a very popular classmate has been talking with you a lot and you are starting to be good friends. One day, your new friend asks you to spread a vicious rumor about someone that you know is untrue.

2. You make plans to meet a friend at a basketball game. When you arrive, your friend is not there. You wait for a long time and still the friend does not show. Finally you go into the game, which has already started, and sit down. You look across the gym and see your friend watching the game, talking and laughing with some other people.

3. A new friend wants you to hide a stash of marijuana in your locker at school. You have heard that the principal is suspicious that your friend has drugs, and know that they will probably be more likely to search the friend's locker than yours. If your friend is caught, it will certainly mean expulsion.

4. While talking with friends at school, you learn that your best friend has told at least two other people information that you told the friend in confidence. Your best friend even swore not to tell anyone. You are embarrassed and hurt that this information is now public knowledge.

5. You are failing history and it could mean being kicked off the track team. If you pass tomorrow's test, you could still get a passing grade for the semester. As you settle in to study, your best friend calls. He says a group of guys are going to see a movie. You've been waiting a long time to see this movie and think that a night out with friends would be a great time.

Problems With Work or School

1. On your new job, you are expected to work with several other employees as a team. One member of the team is constantly asking you to do his work, and then he sits around and does nothing. You are tired of this, but you want to impress you new boss and show her that your team can do the work.

2. You are having trouble getting to school on time because you work late at night and oversleep in the morning. You have served several detentions after school, which cut time out of your schedule at work. The principal has threatened to suspend you.

3. The boss has asked you and one of your coworkers to close the store. As you are cleaning up, you notice your coworker taking money from the cash register and putting it in her pocket. Your coworker is a single parent, and you know she has been working extra hours to buy school clothes for her daughter.

4. You would really like to go to the school prom, but don't have the money for the clothes, limo, and dinner. Since you know that your parents don't have the money either, you are considering getting a job. You are worried about having enough time for school and your activities, but the extra money would be great.

5. You get average grades in school, but your counselor says you could do a lot better. It's time to schedule your classes for next year, and you must decide between a college prep or general course of study. You don't really know what you want to do after high school, but your father is pressuring you to go to college. You don't particularly like the idea of taking a lot of meaningless courses in high school.

Problems With Boyfriends or Girlfriends

1. Your girlfriend has been pressuring you to have sex even though you would rather wait until you are married. One night, you are alone at her house and she says, "Why wait any longer if we love each other?" You would really like to be with her.

2. You have been dating the same boy for several months and both of you have agreed not to see other people. At a party one night, you see him with another girl, laughing and obviously having a good time.

3. A boy you really like has asked you over to his house and has told you that his parents will not be home. This is your first date with him, and your mother has asked you not to go to friends' houses when their parents will not be home. You don't want to turn down the invitation, but you know you would have to lie to your mother in order to go.

4. Your girlfriend or boyfriend is constantly putting you down in front of your friends. At first, you laughed and took it as a joke. Now it is starting to get on your nerves, and your friends are beginning to wonder why you like this girl or boy.

5. You are babysitting for two children and don't expect their parents home for several more hours. After you put them to bed, the doorbell rings. It's your boyfriend and he wants to come in for a little while. You know that you aren't supposed to have friends over while you are babysitting, but you are bored and would like to spend some time with him alone.

Community Problems

1. Your apartment building is beginning to look like a dump. Trash is piling up in the hallways. Graffiti is written all over the walls outside and in the entrance. No one seems to be taking responsibility for making the place look any better.

2. Lately, there have been a lot of assaults in your neighborhood. People of all ages have been robbed and beaten. Your friends and neighbors are afraid to go out alone at night or even in the daytime.

3. You find out that a new boy at school is living out of a car because his family has no home. When you ask a teacher at school about this, she says that there are several members of your class who are homeless. With the holidays approaching, you wonder what it will be like for these families to have no money for gifts or maybe even food.

4. While walking home from school, you hear someone in the house next to yours screaming for help. You do not know the people who live there, but you have heard that it is a crack house.

5. A factory not far from your neighborhood has started to put out thick black smoke. After it continues for about a week, you can see that a black dust has settled on buildings, sidewalks, and trees. Everyone in your neighborhood is concerned, but no one wants to complain. The factory employs many people from the neighborhood.

WHAT ARE PRACTICAL PROBLEMS?

A PROBLEM is a situation in which something must be solved or worked out, and that involves selecting from many possible solutions. Throughout life, people face a variety of problems. Part of taking responsibility for yourself and becoming independent is learning how to solve problems in ways that are best for yourself and others.

There are different types of problems. SCIENTIFIC PROBLEMS involve specific knowledge and "how to" questions. Solving scientific problems means using factual knowledge, such as statistics, concepts, principles, and procedures. PRACTICAL PROBLEMS involve value questions that require both value knowledge and factual knowledge. Practical problems typically affect people and their well-being. They are action-focused and involve questions about what to believe and do. Some examples of practical problems follow:

What should I do about peer pressure?
What should I do about family relationships?
What should I do about a career?

Practical problems have distinct characteristics that make them different from scientific problems. Practical problems

- Have consequences that matter to self and others
- Are action problems
- Involve the thoughts, feelings, and needs of others
- Involve conflicting values
- Are complicated, messy, stubborn
- Frequently have no one right solution
- Are dependent on the context or situation in which the problem occurs
- Are ill-structured
- Can be unclear in terms of the information needed to solve the problem

Write three practical problems you have faced recently.

1.

2.

3.

PRACTICAL PROBLEM SOLVING THINK SHEET

One way to make sure you are reasoning carefully through a problem is to record your thoughts about the problem and possible solutions. Use this worksheet to implement the REASON model for solving practical problems.

R **Recognize The Problem.**
State the problem to be solved.

List factors about the context of the problem that will influence the solution.

Identify desired ends for this problem.

E **Evaluate Information Needed To Solve The Problem.**
List factual information about this problem.

List value information about this problem.

Identify the criteria that you will use to decide the best way to solve this problem.

A **Analyze Choices And Consequences.**
Choices: Consequences for Self: Consequences for Others:

Think Sheet (continued)

S **Select The Best Choice.**

Choice: Criteria Met: Values, Desired Ends, Positive Consequences for Self and Others

O **Outline and Implement A Plan For Action.**

Actions : Order in Which to Be Done: Completion Date:

N **Note The Results Of Your Action(s).**

List reasons why your choice was or was not best for self and others.

List what you learned from solving this problem.

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REASON THROUGH PRACTICAL PROBLEMS-- TEACHER INFORMATION

In order to reason through practical problems and find the best solution for self and others, it is important to consider many things about the problem, the situation, the possible solutions, and the consequences of your choice. The REASON model can help you work through complex practical problems. The components do not need to be used in the order given, but each component is important to the reasoning process.

R **Recognize the Problem:** Practical problems can be very complex, and sometimes just identifying the problem itself can be a real challenge. Each practical problem has a unique context, and the context of the problem can influence the solution. At this point, it is important to consider what you really want to happen when this problem is resolved--in other words, determine your "desired ends." Ask yourself the following:

What is the problem?
Why is it important for me to address this problem?
What is the context of this problem?
What caused the problem?
Who is involved?
What factors about this problem will affect my decision about what to do?
- *Resources available*
- *Situational factors*

What goals do I have for the solution to this problem? What are the desired ends I want to achieve?

E **Evaluate Information Needed to Solve the Problem**: Solving practical problems requires both factual and value information. Factual information includes the concepts and knowledge that will help you develop and evaluate choices. Value information includes your personal values and the values of others involved who will help you decide which choice is best. Ask yourself the following:

What factual information is needed?
Where can I obtain this factual information?
What are my personal values regarding this problem situation? Which of these values are most important?
What are the values of others involved in this situation? How will those values influence my decision about what to do?
What criteria will I use to decide which choice is best?

REASON Continued. . . page 2 of 2

A **Analyze Choices and Consequences:** There is always more than one choice involved in a practical problem. Sometimes there may be many choices. Even doing nothing about a problem is a choice. Each choice carries with it possible consequences, consequences for yourself and for others as well as both short-term and long-term consequences. Ask yourself the following:

What choices are possible?
What are the short-term and long-term consequences of each choice for myself and others?

S **Select the Best Choice:** Making a decision about which alternative is best means evaluating each alternative against the value information and desired ends. Ask yourself the following:

Which choice best reflects the values I have and the ends I desire regarding this problem?
Which choice would result in the most positive consequences for myself and others?
Which choice works best for this particular situation?

O **Outline and Implement a Plan for Action:** Problems are not solved until a reasoned decision is put into action. Action requires careful planning. Ask yourself the following:

What do I need to do to carry out this choice?
What resources do I need to carry out this choice?
How can I organize these various tasks to achieve this solution?

N **Note the Results of Your Action(s):** Evaluating the outcome of your choice will help you determine if it was the best solution and will help you continue to develop your practical problem solving skills. Ask yourself the following:

Would I make the same choice again? Why or why not?
What have I learned?
How will this problem solving experience affect my problem solving in the future?

MY PROBLEM-SOLVING PROFILE

What do you do when faced with practical problems? Place a checkmark in front of those items that describe you as a problem solver.

_____1. I take time to think through problems before solving them.
_____2. I try not to think about problems, but just do the first thing that comes to mind when solving them.
_____3. I consider the context of the problem, several choices, and the consequences of those choices before solving the problem.
_____4. I usually ignore problems and hope they go away.
_____5. I try to get accurate, reliable information before solving the problem.
_____6. When solving problems, I usually just do whatever my friends do.
_____7. I consider the values involved in the situation and the consequences of those values for myself and others.
_____8. I consider the values, needs, and feelings of everyone involved in the problem before choosing a solution.
_____9. I choose solutions that have the most positive consequences for myself and others.
_____10. I choose solutions that promote the well-being of myself and others.
_____11. I choose solutions that are workable for the short-term and long-term situations.

Based on your responses to the above items, decide which of the following problem-solving profiles best describes you:

Problem-Solving Profile A: A Nonreasoning Approach

A nonreasoning approach can take several forms. Nonreasoners might avoid or ignore problems. Other nonreasoning approaches include blindly accepting a solution, choosing a solution on impulse, choosing a solution out of habit, or solving the problem just like others have solved it. Item 2, 4, and 6 reflect a non-reasoning approach.

Problem Solving-Profile B: A Reasoning Approach

A reasoning approach means giving the problem some careful thought. Reasoners usually consider several alternatives and the consequences of those alternatives. The reasoning approach includes using factual information and value information to solve the problem. The final solution is justified with criteria, and good reasons are given for the choice. Items 1, 3, 5, 7, 8, 9, 10, and 11 reflect a reasoning approach.

What would you need to change about your problem-solving behavior to make the best decisions for yourself and others? Write three goals for becoming the type of problem solver you would like to be.

1.

2.

3.

KEY POINTS TO CONSIDERING THE CONTEXT OF PROBLEMS

Each practical problem has a unique context. When you begin to solve a problem, it is important to consider the context of the problem and all the factors that influence the situation. By carefully considering the context of the problem, you can understand the situation clearly and choose the best solution.

For example, if you had failed to study for a big test and had an opportunity to copy the test answers from the person sitting next to you in class, there might be many circumstances about the context of this problem that would influence your decision about whether or not to copy the answers from his paper or to do your own work. You might consider the following factors about the context of this problem:

(1) The school penalty for cheating
(2) Your teacher's level of trust in you
(3) Your fellow classmate's relationship to you
(4) Your present grade in the class

What other things about the context of this problem might you consider?

Practice identifying the context of problems by listing at least three things to consider before deciding what to do in each of the situations listed below.

1. To get drunk at a party

2. To join a school sports team or organization

3. To go to college

4. To break off a friendship

5. To lie to your parent(s)

VALUES THAT INFLUENCE PROBLEM SOLVING

Directions: For each type of value listed below, write two examples of a decision that reflects that value.

Types of Values	Decisions that reflect that value
Moral values involve others' well-being.	
Health and safety values deal with physical well-being.	
Aesthetic values reflect a concern for appearance and beauty.	
Environmental values reflect a concern for the state of the environment.	
Religious values reflect a concern for following religious doctrine.	
Prudential values reflect a concern for one's own interest.	
Economic values involve cost control, efficiency, and management.	
Intellectual values are concerned with education, reasoning, and logic.	

WHO SHOULD I CONSIDER?

Directions: Solving problems effectively means that you have considered the consequences of your solution for yourself and others. Ask yourself who you should consider when solving a problem. For example, if you were deciding whether or not to skip school, you might consider the consequences for

(1) Yourself because you could be punished if caught
(2) Your friends, because they might admire you for defying the school rules
(3) Your family, because they expect you to follow the rules at school
(4) Your teachers, because you have earned their trust by following rules in the past

When deciding whether or not you should do each of the following, indicate who you should consider by placing a check in the appropriate column.

	Myself	Family	Friends	Others
1. Smoke	_____	_____	_____	_____
2. Take drugs	_____	_____	_____	_____
3. Get a job	_____	_____	_____	_____
4. Buy new clothes	_____	_____	_____	_____
5. Lose weight	_____	_____	_____	_____
6. Exercise	_____	_____	_____	_____
7. Recycle	_____	_____	_____	_____
8. Lie to parents	_____	_____	_____	_____
9. Shoplift	_____	_____	_____	_____
10.Cheat on a test	_____	_____	_____	_____

QUESTION. . .TEST!
WHICH CHOICE IS BEST?

Directions: Ask yourself the questions below to help you select the best choice when solving a problem.

- **Does it meet my criteria for best choice?**
- **Is it best for the well-being of self and others. . . long-term?**

Test: What if. . .

- **Everyone did this?**
- **I were the one affected?**
- **I were in a new situation?**

- **Is it workable for the situation. . . for reality?**
- **Is it based on reliable, adequate information?**

Developed by: J. Laster, The Ohio State University for the Ohio Department of Education, Vocational Home Economics Section.

PUTTING DECISIONS INTO ACTION

Directions: Problems are not solved until a reasoned decision is put into action. Action requires careful planning. Complete the worksheet below to plan for action after you have made a decision about a practical problem.

Problem:

Decision:

List the actions needed to carry out your decision. Arrange the actions in a logical order to be done. Identify a date by which to complete each action.

Actions	Order to Be Done	Completion Date

Determine the resources and assistance needed to complete the actions.

Determine the barriers that might hinder you from taking the actions.

Resource Management

Relating to Others

This module has been reprinted from the *Personal Development Resource Guide*. Since it is recommended that the Personal Development and Resource Management core course areas be combined and offered as a year-long course, the four process modules are the same in both resource guides.

Module Overview

Practical Problem: What should I do regarding relating to others?

Process Competency 0.0.3: Relate to others in positive, caring ways

Competency Builders:

0.0.3.1	Identify significance of caring, respectful relationships
0.0.3.2	Create strategies for relating to people of different ages, abilities, genders, and cultures
0.0.3.3	Communicate effectively
0.0.3.4	Express personal feelings, needs, and ideas constructively
*0.0.3.5	Manage conflict
0.0.3.6	Seek help when needed

Supporting Concepts:

1. Caring, respectful relationships
2. Strategies for relating to those different from self
3. Effective communication strategies
4. Constructive expression of feelings, needs, and ideas
5. Situations when help is needed

*This competency builder is addressed in the Managing Conflict module of the *Personal Development Resource Guide*.

Teacher Background Information

Rationale

Interpersonal, group effectiveness skills are the keystones to maintaining friendships, a stable family, a successful career, and strong communities. Yet, no one is born with these skills. Each person must learn these skills and choose to use them. Although many students learn the needed social skills in their families and through community experiences, others lack basic social skills and this ineptitude persists into adulthood. These students are often isolated, alienated, and disadvantaged in career training programs. Such "poor peer relationships have widespread immediate and long-term effects on students' cognitive and social development, well-being, happiness, success, and psychological health" (Johnson, et al., 1990, p. 87).

The need to develop interpersonal relationship skills in the Work and Family Life Program is supported by six major reasons.

Relating to Others

1. Changes in families and society reduce the time and other resources available to enable parents to model, nurture, and develop the social skills need for our complex contemporary life. Children learn their social skills through their family experiences, yet hectic schedules limit family interaction time. According to one study, typical American adolescents spend only about five minutes a day alone with their fathers and 40 minutes alone with their mothers. On the average, an additional hour is spent with both parents. With the addition of about 15 minutes with other adults, the adolescents sampled in this study spent about two hours a day with adults other than teachers (Csikiszentmihaly & McCormack, 1986). Mealtime conversation also is declining. Of 2,004 families polled in 1976, 74 percent of those with children ages 7 to 17 ate dinner together frequently. By 1986 this number had dropped to 63 percent (Roper Organization, 1987; Rubenstein, 1988). With smaller families--3.5 family members in 1950 and 2.6 in 1990 (Aburdene & Naisbitt, 1992), interaction time with siblings is even reduced. Furthermore, with increasing numbers of children living with only one parent, opportunities to observe parent communication, negotiation, and conflict resolution is also limited. Consequently, opportunities for developing communication, negotiating skills, and problem solving at home are decreasing.

2. Strong caring relationship skills will strengthen families. Such skills will help reduce the currently increasing incidents of suffering experienced from family violence, divorce, and dysfunctional families. Understanding differences in the needs of family members and others, and having the skills to respond in sincere, supportive ways rather than in dominating, violent, or uncompromising ways would help reduce these increasing statistics and encourage optimum development of family, workplace, and community members.

3. Relationships encourage or constrain the development of children and adults (Thomas, 1992). As shown in Figure 1, caring, respectful relationships encourage development (Bronfenbrenner, 1990; McGovern, 1990). Insensitive, unresponsive, intrusive, and dominating relationships constrain development. Sensitive friends, colleagues, spouses, parents, employers, and community and government leaders obtain information from others' verbal and nonverbal cues, then respond to those needs in ways that meet the needs of those significant others. Reciprocity builds on this sensitivity and responsiveness to insure mutual give and take--mutual sharing--communication at its highest level. Finally, optimum relationships are supportive. Supportive relationships are caring relationships that help the other person meet his or her needs and pursue his or her interests. Such support involves deep, reflective, thoughtful, and deliberate planning to create an enriching, empowering environment rather than to control or dominate the other person (Thomas, 1992).

Figure 1

Interaction Patterns that Encourage Development	Interaction Patterns that Constrain Development
Support	Domination
Reciprocity	Intrusiveness
Responsiveness	Unresponsiveness
Sensitivity	Insensitivity

4. To increase their competitive edge, American employers need employees with these interpersonal skills and an appreciation for diversity. Higher productivity, product quality, and increased quality of work life have been linked conclusively with the team approach in the work place (Carnevale, et al., 1990, p. 32). Success depends on individuals at all levels of the work force getting along with each other. Increased cultural diversity and participative problem solving and decision making increase potential disagreements and the need for group effectiveness skills. Good communication, cooperative teamwork, and negotiating skills provide the foundation for successful leadership and organizational effectiveness.

5. As new technology continues to be introduced into all aspects of our society, caring, respectful relationships in the private and public domains are needed as a counterbalance. John Naisbitt observed that with the continuing invasion of technology into our factories, offices, schools, homes, and health care systems, "we must learn to balance the material wonders of technology with the spritual demands of our human nature" (1982, p. 40). As technology continues to invade and at times dominate our lives, the need for a compensatory "high touch" of caring, respectful relationships is basic to meeting the "spiritual demands of our human nature."

6. As women make life choices that take them away from caregiving occupations and their families, the need to help both males and females develop loving ways of life is imperative. Today more than three quarters of the caregiving in our own country continues to be provided by women (Sommers & Shields, 1988). Although the exploitation of women as caregivers needs to be changed, the prospect of women ceasing to care is horrendous (Noddings, 1988). The need for valuing and developing caregiving skills and attitudes is reflected in two questions: Who will care for the young, the elderly, the ill, and the handicapped (Noddings, 1988)? Who will care for us, as adults, when we are tired, dejected, depressed, misunderstood?

Background

Relationships with others are an inescapable part of everyday life. In relationships with peers, family members, employers, colleagues, and authority figures, interactions continuously move through a relationship life cycle (Portnoy, 1986). This model is particularly useful in illustrating the development of working relationships, such as in classrooms or workplaces, but also reflects the stages experienced in personal and family relationships. Seven stages are included in the relationship life cycle:

1. Establishing trust
2. Becoming acquainted
3. Forming attachments
4. Clarifying roles and expectations, negotiating to reach consensus, and modeling
5. Integration and commitment
6. Stability
   JOLT - Disturbance in relationship
7. Instability

At any time, a disturbance may interfere with the relationship, resulting in the seventh stage, instability. Basically, when individual or group needs are not met, a relationship becomes strained and instable. For example, one person's behavior may be inconsistent with the expectations of another, or a role change may create instability in the relationship. Misunderstandings may also cause

relationship instability. Such instability may be resolved by reexamining and clarifying roles, redefining expectations, renegotiating, and possibly modeling.

Basic interpersonal skills are needed throughout this relationship life cycle in all contexts. These basic skills include communicating (speaking and listening by mutually sharing meanings and feelings), empathizing with and correctly identifying the emotions of others, working cooperatively with others, negotiating for consensus, and resolving conflict (Carnevale, et al., 1990; Bolin 1990; Westlake & Westlake, 1992). The Secretary of Labor's Commission on Achieving Necessary Skills specifies the following interpersonal competencies as essential for the workplace:

- Participates as member of a team--contributes to group effort
- Teaches others new skills
- Serves clients--works to satisfy clients' expectations
- Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- Works with diversity--works well with men and women from diverse backgrounds

How we relate to others as we use these skills depends on many factors, including one's individual differences and identity development. People differ in many ways. We differ in age and gender, physically and developmentally, economically, culturally, racially, ethnically, religiously, and occupationally. From our first encounters with others, these differences are apparent and influence our trusting others, becoming acquainted, and forming attachments.

Individual differences can be empowering in relationships or oppressive. Although accepting and valuing cultural, racial, and ethnic differences can empower, discrimination based on ethnocentrism, racism, prejudice, and stereotyping is oppressive, and limits self-formation and self-actualization. When development is limited by such oppression, society cannot benefit from the contributions of all its people and the quality of life suffers for all. Understanding these differences begins with understanding cultural concepts:

1. Culture: the way of life of a people. The sum of a people's learned behavior patterns, attitudes, and material things. Within a country, there may be cultural groups that differ in ethnicity, race, and/or religion.

2. Ethnicity: the affiliation of members of a group who retain the customs, language, or social values of a group. Ethnocentrism occurs when individuals believe that their group is superior personally and culturally and must be protected and defended.

3. Racism: systematic oppression of one race by another. Racism occurs at the individual, interpersonal, institutional, and/or cultural level. Like ethnocentrism, racism may be overt or covert, intentional or unintentional.

4. Prejudice: judgment or opinion about others made before one has the facts, and generalizing and applying that judgment to individuals. Such prejudices may become stereotypes when the judgments and opinions become a fixed image of the characteristics and/or behavior of the members of a group. Stereotypes tend to dehumanize people by ignoring their characteristics as

individuals. Bigotry occurs when an individual is intolerant of beliefs and cultures other than his or her own.

5. Discrimination: any kind of action taken to deprive members of a certain group of their civil rights. Civil rights are the freedoms that people are entitled to as members of a community or nation. In democratic societies, civil rights include equal opportunity for schooling and employment, and equal treatment under the law.

As we develop our identities (our consciousness about who we are and how we are alike and different from others), we have varying attitudes toward ourselves and others, and consequently, relate to others in varying ways depending upon our level of identity with the minority or dominant groups. Depending upon our individual differences and our perceptions of whether or not we are in the minority or majority, we may relate to others who are different from us in appreciating or depreciating ways; with anger, anxiety, guilt, fear or tolerance; in oppressing, patronizing, or controlling ways; or in nurturing, inclusive, open relationships.

At the highest levels of identity, we appreciate ourselves and have selective appreciation of others who are from minority and majority groups. We are all, at one time or another, from a minority or majority group. Throughout life, we find ourselves in groups that have members who are like or different from us in age, gender, race, religion, ethnic background, ability or occupation.

The overall affective outcome of interpersonal relationships is caring. Developing an ethic of caring is essential if students are to build healthy relationships with peers, family members, and coworkers. Nell Noddings (1988) has described caring as an ethical orientation to relationships. The ethic for caring is concerned with moral behavior and not just moral judgment. Caring effectively requires interpersonal reasoning, skill, and moral affect. The power and necessity of interpersonal reasoning is described by Kari Waerness:

> Caring is about relations between at least two people. One of them (the carer) shows concern, consideration, affection devotion, towards the other (the cared for). The one needing care is invaluable to the one providing care, and when the former is suffering pain or discomfort, the latter identifies with her or him and attends to alleviating it. Adult healthy people feel a need to be cared for by others in many different situations. Worn out, dejected, tired, depressed--there are many adjectives to describe states in which what we need or desire is for others 'to care for us.' In such situations we may feel that we have a right to our need for care being met. This means there must be others who feel that it is their duty or desire to honor this right (1984, p. 134).

To prepare all students for their teamwork roles in the workplace and their future families, these skills need to be developed now by students who have not developed these skills in their present families and previous school experiences. The quality of life in families and our workplaces depend on the development of these skills and the ethic of caring.

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Learning Activities

1. Caring, respectful relationships

a. Using a dictionary and other available resources, define *caring* and write the definition on the chalkboard, an overhead projector, or a poster: (Suggested definition: *Being concerned about someone or something, acting in a thoughtful way.*)

b. In small groups, examine the following examples of behavior and tell which are examples of caring behavior and which represent uncaring behavior. For those examples that represent uncaring behavior, change the situation to reflect caring behavior. Share responses to the case studies and make a chart about the meaning of caring. On one side, write responses to the statement, "Caring looks like . . ." In the middle, respond to "Caring sounds like. . ." On the other side, "Caring feels like. . ."

(1) Karen is angry with her mother because her mother will not let her attend a concert with her friends. Karen tries to explain her feelings to her mother by saying, "I am really angry that I can't go! I feel that I am old enough to handle the responsibility."

(2) Kyle is on an FHA/HERO skill event team with three other FHA/HERO members. They have a practice after school, but Kyle wants to play basketball with some other friends. He skips the practice.

(3) Mikala has found out that her best girlfriend is talking about her behind her back. After school, she finds the girlfriend and beats her up.

(4) George is really good friends with a group of about four other boys. He wants their respect, so he does whatever they do. Lately, they have been into taking a variety of drugs. George doesn't see any harm in doing whatever the group does.

(5) Bethany and her brother fight over everything, including responsibilities at home and what TV programs to watch. Bethany hates the fighting, so she has decided that she will not speak to her brother at all, nor acknowledge anything he says or does.

Discussion Questions
- *Why is caring important to individuals, families, and society?*
- *What are the short-term and long-term consequences of caring behavior?*
- *What skills do you need to act in caring ways?*

c. Label each of four large posters with one of the following: "Friends," "Parents," "Siblings," and "Boyfriends or Girlfriends." On each poster, list ways to show respect in that type of a relationship. Note things common to all the lists. Explain why it is important to show respect in relationships with others.

Discussion Questions
- *Is showing respect part of a caring relationship? Why or why not?*
- *How does it feel when others are respectful of you? Disrespectful of you?*
- *How can you tell if a relationship is respectful?*
- *Can people have different attitudes about what is respectful behavior in a relationship?*

2. Strategies for relating to those different from self

a. Complete **The Right Answer (p. 62)**. (Note: There is no one right answer. Answers can and should vary.)

Discussion Questions
- *What characteristics of the figures did you use in making your choice?*
- *In what ways are these figures different? Alike?*
- *In what ways can people be different? Alike?*

b. **FHA/HERO:** In small groups, identify a person in the group who is different from the rest of the group in a non-threatening way, such as in height, shoe size, number of siblings, or special talents. Place a large paper circle on the back of each person identified as different by each group. Conduct your chapter meeting and any other related activity. During the meeting and activity, ignore those people with a circle on their back. Offer refreshments to everyone but those ignored. Following the activity, those excluded should list how they felt during the activity and whether or not the exclusion was justified. Each group should identify how they felt during the activity.

Discussion Questions
- *In what ways do you determine if people are like you? Different from you?*
- *How can these categories mislead us?*
- *Have you ever been classified as different before? How did you feel about that experience?*
- *How do we know if our perceptions of others are correct?*

c. Write a story about an experience in which you felt different from everyone around you. Describe your reaction and feelings about that experience. In pairs, share your stories and identify common feelings or experiences.

Discussion Questions
- *What are the advantages of individual differences?*
- *What would it be like if everyone in the world were the same?*
- *What can we learn from our differences?*

d. Complete **Gilbert and The Color Orange (p. 63).**

Discussion Questions
- *Why do you think prejudice exists in our society?*
- *How do we form these judgments?*
- *Why should we avoid these judgments?*

e. **FHA/HERO:** Invite a panel of people who have experienced prejudice due to being different from others. The panel might include a handicapped person, a member of a minority, an elderly person, or a woman. After listening to their experiences, write a story about what it means to be the victim of prejudice.

f. Review each of the strategies listed below for relating to people different from yourself. Write each strategy on a poster and illustrate it with pictures, words, or drawings. Identify the consequences of implementing these strategies for yourself, your family, your community, and the world.

(1) Develop a regard for the interests of others
(2) Seek the perspectives of others
(3) Ask about and understand the traditions and values of others
(4) Empathize with others
(5) Recognize and resist stereotypes and prejudice

g. In small groups, select one of the case studies below and decide the best way to handle the situation, using the **Practical Problem Solving Think Sheet (pp. 37-38)**. Create a skit portraying your solution and the consequences of that action. Perform your skit for the class and justify your solution.

(1) You belong to a tightly knit group of friends from your neighborhood, where you have all grown up together. You go to the same school and spend a lot of time together. A Hispanic family moves into your neighborhood, and they have a son your age. Your friends do not want to include the new person in your group. "Spics can't be trusted," says your friend. At first you go along with the rest of your friends and ignore him. Then your friends begin calling him names and teasing him at school. Next they plan to steal some things from his locker. What should you do?

(2) Your FHA/HERO chapter is having a big Christmas party and you are in charge of planning the activities and getting together some committees to help you. As you are putting up the Christmas tree and manger scene, a committee member approaches you to explain that one member of your chapter is Jewish and another is a Jehovah's Witness. The committee

member explains that she is afraid that these two members will be offended by the Christmas celebration. What should you do?

(3) You have been assigned a seat in study hall next to the new foreign exchange student. She has trouble speaking English, and she dresses completely differently from American students her age. Finally, she has this funny odor about her that you cannot quite place. She seems a little disoriented regarding your school and how to get along in it. She has asked you to help her with the English assignment. What should you do?

(4) You are a male student enrolled in an advance science class. You have been asked to judge the science fair projects with a group of science teachers who all happen to be men. After reviewing all the projects, you select a female student's project as the best. Her project is very challenging, and is related to endocrinology, a field she is interested in as a career. You think her project would be great to represent your school in the statewide contest next month. When you confer with the other judges, none has selected the female student's project, even though hers appears to be clearly better than those they have selected. When you suggest that her project is best, and ask the reasoning behind their selections, the judges reply, "She would not represent the school well at the state contest. The state contestants are traditionally boys, who have a better grasp of science concepts than do female students." What should you do?

Discussion Questions
- *How did you decide to handle this situation?*
- *What values are reflected by your choice?*
- *What are the consequences of your choice?*
- *What can you gain by relating to people different from yourself?*

h. **FHA/HERO:** Read the paragraph below and identify the practical problem described. Invite international students or persons from the community to describe cultural differences. Create a chart contrasting these cultural differences. Make a display entitled, "Communication Across Cultures" for your school building or a community location. Feature pictures, words, and artifacts that illustrate cultural differences.

Technology has created a global village--one in which Americans are instantly linked with peoples of other nations. Relating to people from other countries can enrich our lives by teaching us about ideas and traditions of other cultures. We may encounter cultural differences in the United States between people from various regions and with differing heritages. Listen to this statement of an international exchange student who is spending the year in the United States, and give possible reasons for the student's reaction: "Everyone, even people I didn't know, smiled at me. It felt strange. I was uncomfortable." Teacher Note: In the United States, friendliness is considered part of popularity and a key for success. In other societies this informal "friendly" behavior is regarded as lacking respect. The desired behavior is one of dignity.

i. **Action Project:** Volunteer for a community or school organization that serves the needs of people different from yourself. Keep a journal describing your interaction with those involved in the project and write an essay describing the skills you developed in relating to people different from yourself.

3. Effective communication strategies

a. Complete **Communication Observation (p. 64).**

b. Write the definition of *effective communication* on the chalkboard. (Suggested definition: *when the receiver interprets the sender's message in the same way that the sender intended it).* Identify the difference between verbal and nonverbal communication and explain how both types contribute to the communication message.

c. Review **Effective Communication Strategies (p. 65).** Using the information from your completed **Communication Observation (p. 64)**, identify specific effective communication strategies you observed.

Discussion Questions
- *Which nonverbal messages do you use most frequently? Why?*
- *What happens when the nonverbal message does not match the verbal message?*
- *Which has more influence, a nonverbal message or a verbal message?*

d. Select one of the following messages and pantomime it for the class until they guess the message. List types of nonverbal communication used in the pantomimes. Explain the importance of these messages to the effectiveness of communication. Identify ways that nonverbal messages may be interpreted differently, such as varying cultural interpretations for nonverbal messages.

(1) Stop!
(2) Good to see you!
(3) I'm bored.
(4) I'm sorry.
(5) I don't want to listen to you.
(6) Don't touch me!
(7) I'm scared!
(8) I'm tired.

e. **FHA/HERO:** In small groups, discuss a decision or issue of interest to chapter members. During the discussion, complete **Communication Activity (p. 66).**

f. Complete **Setting the Stage (p. 67).**

g. In groups of three appoint a sender, a receiver, and an observer. Role–play one of the situations from **Setting the Stage (p. 67)**, and evaluate the effectiveness of the communication using the items from **Effective Communication Strategies (p. 65)**.

h. On a poster, overhead transparency, or bulletin board, write the heading "Communication Roadblocks" and the phrases below. Define each phrase and tell the reason(s) why it is a barrier to communication.

(1) Threatening
(2) Ordering or commanding
(3) Advising or lecturing
(4) Blaming
(5) Judging
(6) Insulting or attacking
(7) Stereotyping
(8) Being sarcastic
(9) Withdrawing or ignoring

i. Complete **Communication Stoppers! (p. 68)**.

Discussion Questions
- *What are the consequences of these roadblocks?*
- *Which roadblocks are you most likely to experience? Why?*
- *What can you do when you receive a communication roadblock?*

j. **Action Project:** Use **Effective Communication Strategies (p. 65)** to evaluate your interpersonal communication skills. Set at least three goals for improving your communication with others. Keep a journal recording your experiences in communicating with friends, family, and others. Write an evaluation of your progress toward your communication goals.

4. Constructive expression of feelings, ideas, and needs

a. List words that describe feelings and compare them to the words listed on the **Feelings Chart (p. 69).** Explain that feelings, in and of themselves, are neither good nor bad, but the behavior used to express them can be good or bad. List ways that people can express emotions. Circle those ways that might be appropriate and draw a line under those that might be considered inappropriate. Explain how you reached these conclusions.

b. Complete **Communicating Your Feelings and Needs (p. 70).**

c. For each of the following conflict situations, write a You-message and an I-message. Share your responses with the class.

(1) You attended a party last night with your friend. Your friend started drinking and was acting really obnoxious. You are embarrassed by your friend's behavior and don't want the situation to happen again.
(2) You notice a friend of yours copying answers from your paper during a test. You are afraid that the teacher will see your friend copying and flunk you both for cheating.
(3) You and your coworker are responsible for counting the money in the cash register before you can go home for the evening. You coworker always insists on counting it herself, but she never seems to get it right and you always have to do it over. You are tired of getting home from work late all the time.
(4) You are assigned a group project in speech class, and one member of your group is not doing much toward finishing the project. Your project is due in two days and you don't think he has started it yet.
(5) Your mother refuses to let you attend a school ski trip. You are very angry because all your friends are going.

d. On a poster or and overhead transparency, write the steps for effectively expressing anger (listed below). Explain the importance of each step. Tell why it is important to deal appropriately with an emotion such as anger.

(1) Recognize your anger.
(2) Find a constructive way to release the negative energy of your anger.
(3) Decide why you are angry.
(4) Express your feelings and needs with an I-message.

Discussion Questions
- *What are the consequences of dealing with anger in aggressive ways, such as violence?*
- *What are the consequences of not expressing anger?*
- *Why does anger sometimes lead to violence?*

e. On an index card, describe a situation in which you became really angry with another person. Put the index cards in a large bag. In small groups, select several cards from the bag and choose one of the situations. Create a skit to show appropriate expression of the anger and an effective solution for handling the situation. Perform your skit for the class and explain why your solution is best for all those involved in the situation.

5. Situations when help is needed

a. In pairs, tape a ruler to the inside of each of your right arms, so that you cannot bend the arm. With both of you putting your left hand behind your back, decide how you can eat a package of M&M candy. Explain that this is an example of a situation in which you need the help of another person. Similarly, there are situations in which individuals and families may need the help of others in resolving relationship issues.

b. On the chalkboard or a poster, list examples of problems affecting relationships with others for which individual or families might seek outside help. Categorize these examples according to the areas listed below. Divide the examples among small groups and research sources of help for each example. Make a chart illustrating your findings.

(1) Financial problems
(2) Health and safety problems
(3) Work-related problems
(4) Family relationship problems
(5) Peer relationship problems

Discussion Questions
- *What factors affect whether or not someone would seek outside assistance for a problem?*
- *What might happen if someone needed help but did not seek it?*
- *How does it feel to give help to others? To receive help from others?*
- *How do you know when it is appropriate to seek help for a problem?*

c. In small groups, choose one of the situations below and use the **Practical Problem Solving Think Sheet (pp. 37-38)** to determine what should be done in that situation. Role–play your solution for the class, including asking for outside assistance if necessary.

(1) The Jones family argues a lot. Mr. Jones and his two teenage sons never seem to agree. Sometimes the arguments escalate to the point that Mr. Jones physically abuses his sons. Afterward, Mr. Jones is apologetic and everything seemingly returns to normal. But in a few days, the arguments begin again.
(2) Sandy is a freshman, and up until recently, has never had trouble in school. Lately, her grades have dropped and she is withdrawn. Her mother has noticed money missing from her purse and feels that Sandy may be using drugs. Sandy denies it and refuses to talk to her mother.
(3) David fears that his mother is an alcoholic. When he comes home after school, his mother has usually passed out and his younger sister is taking care of herself. David is afraid that something will happen to his sister when his mother is drunk. When he tries to talk to her about the problem, she claims that no problem exists.
(4) Galen suspects that she is pregnant. She does not want her parents to know. She broke up with her boyfriend several weeks ago and does not see him anymore. Galen feels as if she has no one to talk to about this problem.
(5) Derek is a good student and would someday like to attend college and enter the field of education. He is certain that his parents could not afford to help him with tuition costs, and his present job after school will not allow him to save enough for college.

d. **FHA/HERO:** Develop a pamphlet that could be distributed to chapter members, peers, and community members, noting sources of help for specific individual and family problems.

Assessment

Paper and Pencil

1. Write a paragraph identifying the significance of caring, respectful relationships. Include a definition of caring and respectful behavior toward others and at least three reasons why caring, respectful relationships are important to individuals, families, and society.

2. Given case studies involving differences in age, abilities, gender, and culture, identify at least three strategies for relating to those people who are different from the central character in the case study.

3. Given case studies involving ineffective communication, suggest ways to make the communication more effective.

4. Given situations involving relationships with others, suggest ways to express personal feelings, needs, and ideas constructively.

Classroom Experiences

1. In small groups, decide the best way to handle a situation involving people of different ages, abilities, genders, and cultures. Perform a skit portraying the consequences of the decision for yourself and others, and justify the solution.

2. In groups of three, role–play communication situations and evaluate the effectiveness of the communication using the items from **Effective Communication Strategies (p. 65).**

3. In small groups, choose a situation and create a skit to show appropriate expression of anger and an effective solution for handling the situation. Perform your skit for the class and explain why your solution is best for all those involved in the situation.

4. In small groups, role–play the situation of seeking outside assistance for a personal or family problem.

Application to Real-life Settings

1. Volunteer for a community or school organization that serves the needs of people different from yourself. Keep a journal describing your interaction with those involved in the project and write an essay describing the skills you developed in relating to people different from yourself.

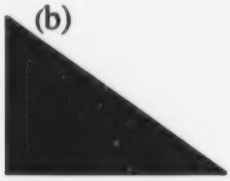
2. Use **Effective Communication Strategies (p. 65)** to evaluate your interpersonal communication skills. Set at least three goals for improving your communication with others. Keep a journal recording your experiences in communicating with friends, family, and others. Write an evaluation of your progress toward your communication goals.

THE RIGHT ANSWER

Directions: Five figures are shown below. Select the one that is different from all the others.

(a)

(b)



(c)

(d)

(e)

Source: Unknown

GILBERT AND THE COLOR ORANGE

Read the story below and complete the group discussion questions.

Gilbert hated the color orange. He learned to hate it when he was a young child. In fact, he couldn't remember a time when he didn't hate it.

Now Gilbert had never actually been around anything that was orange. He certainly didn't have anything orange in his house. But his parents hated orange and so did the rest of his family, so Gilbert knew the color was not to be trusted.

Gilbert went through life avoiding orange. He never tasted the juicy sections of the orange fruit or smelled an orange flower. He never drew with an orange crayon or wore an orange shirt. He never carved an orange pumpkin or watched the sun set in an orange sky. For Gilbert, orange pop, orange-flavored sherbet, and orange candy were out.

In high school, the rest of Gilbert's friends signed up for the basketball team, but Gilbert stayed home. The idea of dribbling an orange basketball down the court made him shudder. "Why don't the others understand how horrible orange is?" Gilbert thought.

Because Gilbert hated orange, he missed out on a lot. He feared the color and kept away from it whenever he could. In fact, Gilbert grew to be an old man without ever really tasting or touching or smelling any of the enjoyable orange things in the world.

Gilbert's attitude toward the color orange in the story above is called prejudice–that is, Gilbert "prejudged" the color orange before he ever had a chance to know, from experience, what it was like.

Thinking It Through

Sometimes we have prejudice toward other people or groups of people. We "prejudge" them without any evidence from personal experience to tell us what they're really like. Our prejudices are unreasoned and sometimes unreasonable. They can hurt us and others.

In small groups, make a list of the consequences of prejudice for those being "judged." Then list the consequences of prejudice for those doing the judging. Share lists with the class. On the back of this page, describe a time when someone "prejudged" you wrongly. How did you feel? What happened? Then describe a time when you "prejudged" someone else wrongly. How did you feel? What happened?

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COMMUNICATION OBSERVATION

Directions: View a videotape or film about the interaction between family members or friends. Complete the items below to focus on the communication between the characters in the program.

1. Describe the situation you observed.

2. List the names of the principle characters.

3. Complete the chart below, listing at least five specific situations in which a character was trying to communicate a message to another character.

Situation:	Message Being Communicated:	Ways Message Was Being Communicated:

4. Of the characters in the program, which ones were the most effective in communicating their message to the other characters? Why were they effective?

5. Which characters were the least effective in communicating their message to other characters? Why were they ineffective?

EFFECTIVE COMMUNICATION STRATEGIES

Communication involves both sending and receiving messages. The items on the checklist below contribute to clear communication.

TO SEND MESSAGES

- Choose a time and place that will enhance the communication.
- Consider the perspective of the receiver when phrasing your messages.
- Accurately describe your ideas, perceptions, feelings, and needs without implying judgment.
  "I feel . . ."
  "I want . . ."
  "In my view . . ."
- Make your verbal and nonverbal messages match. Consider
  Eye contact Gestures Voice tone Posture Facial expressions

TO RECEIVE MESSAGES

Focus:
- Be attentive and show interest with nonverbal messages. Consider
  Eye contact
  Posture
  Gestures
  Facial expressions
- Listen without interrupting.
- Control or ignore distractions.

Acknowledge:
- Make brief comments to show interest, such as
  "I see."
  "Uh-huh."
- Reflect or restate the message to clarify the sender's message without making a judgment.
  Repeat what you hear in your own words.
  Recognize the sender's feelings such as, I understand you are upset" or "I appreciate how you feel."
  Repeat exact phrases.

Clarify:
- Draw out additional information to improve your understanding.
  "Tell me more . . ."
  "Do you mean that . . . ?"
  "I'm not sure I understand."
  "Are you feeling . . .?"
  "Would you like to talk about it?"
  "Let's discuss it further."

COMMUNICATION ACTIVITY

During a small-group activity, conduct this experiment to test the effect of nonverbal messages on communication. Select one person from each group in the class and assign each of them one of the roles listed below. After completing the experiment, use the back of this paper to respond to the questions below. Share your group's findings with the class.

Role 1: Too Close for Comfort
During the discussion with your group, slowly move closer and closer to one member of the group until you make her or him uncomfortable enough to move back away from you. Then move closer to them again. After someone moves back from you twice, change and move closer to someone else. All the while, continue to discuss the subject normally. Don't indicate what it is that you are doing (invading personal space).

Role 2: Devil's Advocate
During the discussion, disagree with the opinions of others in the group. Make your disagreement seem as sincere as possible. Watch for the body language that the other person uses as he or she deals with your disagreement.

Role 3: The Evil Eye
During the discussion, stare at one of the other people in the group for several minutes. Try to make this seem as natural as possible. Watch for his or her nonverbal reactions. Then shift your gaze to someone else for several minutes.

Role 4: Reach Out and Touch Someone
During the discussion, sit or stand beside someone you don't know very well or spend much time with. As naturally as possible, reach out and touch this person several times. (Clean a piece of lint off their clothing, fix crumpled clothing, etc.) Watch for the person's reaction. Then try it on someone else in the group.

Role 5: Time Out
During the discussion, take out a book or magazine and read. Comb your hair, write a letter to a friend, or reorganize your notebook. Pay absolutely no attention to the discussion.

1. Describe how group members reacted to the particular behavior tested in your group.
2. Describe the types of nonverbal communication you observed as group members reacted. Consider the following:
   - •Eye contact
   - •Facial expression
   - •Head movements
   - •Posture
   - •Hand gestures
   - •Personal space
3. Describe the verbal communication you observed as group members reacted.
4. Was the behavior tested in your group appropriate for small-group interaction? Why or why not?
5. What verbal and nonverbal communication behaviors enhance small-group interaction?
6. Give some examples of communication you see on a day-to-day basis. Which behaviors are effective? Ineffective?

Adapted from *Colorado Core Curriculum: Relationships*. Denver, Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.

SETTING THE STAGE

Directions: We all "set the stage" for communication by certain things we say and do to establish a particular mood. Read the stage you will try to set in the left-hand column, then try to imagine what you would say and do to establish the right mood, both verbally and nonverbally.

STAGE **The stage you'll try to set**	**VERBAL** **What would you say to set the stage?**	**NONVERBAL** **What would you do to set the stage?**
You're upset with your boyfriend or girlfriend–you're going to try to confront the issue.		
You want your boyfriend or girlfriend to take you to a special movie–you want to persuade him or her to take you.		
You want to ask your sister or brother to borrow something–you want to ask a favor.		
You've had a big argument with your boyfriend or girlfriend–you want to make up.		
Your best friend is really upset about something and you don't know what it is–you want to open her up to talk to you.		
You're extremely angry! Your parent wants to help you talk it out–but you want to be left alone.		

Adapted from *Colorado Core Curriculum: Relationships*. Denver, Colorado: Colorado Community College and Occupational Education System and Colorado State University, 1991.

COMMUNICATION STOPPERS!

For each statement listed below, write the name of the communication roadblock it represents. Then write additional examples of statements, and identify which roadblocks are represented by each of them.

Communication Roadblocks

Stereotyping	Blaming	Ordering or commanding
Withdrawing or ignoring	Threatening	Being sarcastic
Advising or lecturing	Insulting or attacking	Judging

1. "If you don't help me, I'll never speak to you again." _____
2. "You should go right over and tell her how you feel." _____
3. "It's your fault that this happened in the first place." _____
4. "You idiot!" _____
5. "Girls aren't as good at sports as guys." _____
6. "You shouldn't treat other people that way." _____
7. "I don't want to talk about it. Just leave me alone." _____
8. "Oh sure! I'd love to jump off a cliff!" _____
9. "Hang up that shirt!" _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

FEELINGS CHART

Happiness	Sadness	Anger	Love and Friendship	Fear	Distress
		High level of feeling			
elated	miserable	fuming	adoring	dreadful	anguished
giddy	crushed	furious	devoted	panicky	disgusted
overjoyed	worthless	outraged	passionate	horrified	speechless
radiant	humiliated	incensed	amorous	terrified	tormented
ecstatic	depressed	burned up	tender	petrified	sickened
jubilant	helpless	hateful	ardent	desperate	afflicted
		Moderate level of feeling			
tickled	forlorn	disgusted	caring	alarmed	badgered
glowing	burdened	irritated	dedicated	fearful	bewildered
excited	slighted	aggravated	generous	jittery	confused
joyous	abused	biting	loving	strained	disturbed
bubbly	defeated	hostile	empathic	shaky	impaired
delighted	dejected	riled	considerate	threatened	offended
		Low level of feeling			
amused	resigned	peeved	warm	uneasy	silly
cheerful	apathetic	bugged	amiable	tense	foolish
pleased	blue	annoyed	civil	timid	unsure
relieved	gloomy	ruffled	polite	anxious	touchy
glad	ignored	nettled	giving	nervous	lost
serene	glum	cross	kindly	puzzled	disturbed

From *Skills for Living: Group Counseling Activities for Young Adolescents* (p. 24) by R. S. Morganett, 1990, Champaign, IL: Research Press. Copyright 1990 by R. S. Morganett. Reprinted by permission.

COMMUNICATING YOUR FEELINGS AND NEEDS

One way to let others know your feelings and needs is to use an I-message. An I-message is a statement of your feelings and a description of what you want without placing blame or judging someone else's behavior.

I-messages are different from You-messages. You-messages tend to evoke blame, resentment, and defensiveness, while I-messages tend to evoke understanding, empathy, and a willingness to see the other's point of view.

An example of a You-message is:
You are a liar! You better never lie to me again, or else.

An example of an I-message is:
I am disappointed you didn't tell me the truth. I would like you to tell me the truth because I want to be able to trust you.

To develop your own I-messages, complete the phrases: *I feel . . . I want . . .* Read the following "You" messages on the left and replace them with "I" messages on the right.

A. Situation 1: Boyfriend has just arrived late for the third time.
You–message: "Why do you always have to be late? You don't care about me at all."

I–message: I feel_____. I want_____.

B. Situation 2: Friends are discussing what they'd like to do. One friend keeps interrupting the other friend.
You–message: "You're always interrupting me!"

I–message: I feel_____. I want_____.

C. Situation 3: A brother is making so much noise that his sister can't hear her friend over the phone.
You–message: "Do you have to be so loud?"

I–message: I feel_____. I want_____.

D. Situation 4: A friend has betrayed the confidence of another friend and told others something she promised to keep a secret.
You–message: "Why can't you keep your stupid mouth shut?"

I–message: I feel_____. I want_____.

E. Situation 5: A friend is always taking her friends clothes without asking, she doesn't take any responsibility for returning them clean.
You–message: "You're always wearing my clothes."

I–message: I feel_____. I want_____.

Resource Management

Assuming a Leadership Role

This module has been reprinted from the *Personal Development Resource Guide*. Since it is recommended that the Personal Development and Resource Management core course areas be combined and offered as a year-long course, the four process modules are the same in both resource guides.

Module Overview

Practical Problem: What should I do regarding assuming a leadership role?

Process Competency 0.0.4: Assume leadership role as a responsible family member and citizen

Competency Builders:

- 0.0.4.1 Identify ways to be a responsible citizen at home, at school, at work, and in community settings
- 0.0.4.2 Evaluate societal conditions affecting personal, family, and community well-being
- 0.0.4.3 Describe visions and goals for families, student organizations, and work groups
- 0.0.4.4 Evaluate consequences of cooperative and uncooperative actions
- 0.0.4.5 Cooperate with others to achieve group goals
- 0.0.4.6 Use planning processes to establish and achieve individual and group goals

Supporting Concepts:

1. Groups
2. Cooperation
3. Ways to cooperate with others in a group
4. Planning process
5. Leadership
6. Citizenship
7. Societal conditions affecting personal, family, and community well-being

Teacher Background Information

Rationale

Leaders are needed wherever there are groups of people. Empowering leaders rather than authorities is especially needed in our complex, changing global age. Authorities have power over people, but true leaders empower people to shape their own vision and goals and work toward achieving those goals. Leadership must be developed in families and other groups with real issues and concerns. Historically, many people believed that leaders were born, not made, and that great leaders were discovered, not developed. However, there is now "consensus among social scientists that leadership skills and competencies are not inherited from one's ancestors, that they do not magically appear when a person is assigned to a leadership position" (Johnson & Johnson, 1987, p. 119).

Assuming a Leadership Role

Leadership development is ultimately self-development, and can be enhanced in a variety of settings. Teachers, employers, and other leaders who have high expectations and support the self-development of those they lead can help others develop confidence in their ability to lead and make a difference. Parents, however, are perhaps the most influential in developing leadership abilities. One researcher concluded that formal education, mentoring, and other activities in adult life have less influence on the development of leadership ability than parental expectations and values and skills reinforced very early in life (Kouzes & Posner, 1987).

Most young people face the challenge of genuine leadership for the first time in their teenage years. During this important time in their lives, young people need guidance and encouragement to experience the realities and rewards of participatory, shared leadership. Family, educational settings, and student organizations--such as Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)--can provide the laboratories for developing the values, beliefs, and skills underlying empowering participatory leadership. Through shared leadership experiences in these settings, young people can discover that they can make a difference in the well-being of those around them.

Background

Our democratic society is made up of many groups: private groups, such as families, and public groups, such as neighborhoods, cities, states, and nations. Within communities are civic, social, educational, professional, and religious organizational groups. The purpose of these groups is to help people meet their needs for love, caring, sharing, giving and receiving, and belonging, and to resolve family or public issues facing group members.

By joining together, group members are more likely to have their needs met than if they try to meet their needs alone. Many human needs, such as loving, caring, sharing, and giving and receiving, can be met only through groups, such as the family or social or religious groups. To resolve issues affecting group members, groups need to (1) complete tasks and (2) maintain effective working relationships between the members.

Leadership is the process of helping a group shape a vision of its purpose and goals, and of getting people--both inside and outside the group--to commit and recommit themselves to accomplishing that vision (Woyach, 1991). Effective leadership styles, regardless of the personality or style of the leader, satisfy the group members' needs, achieve their goals, and build the group members' abilities and self-esteem. Leaders who empower others help group members feel confident to act on their own authority--on their own judgment--and support the decisions made, even if the decisions are mistakes. True leaders view mistakes as opportunities for learning rather than as opportunities for humiliation (Aburdene & Naisbitt, 1992).

Leaders are needed in groups to help group members shape a shared sense of purpose or vision, get things done to meet their needs and goals, and create a cooperative relationship between members. Shared participatory leadership, one of the three leadership styles shown in Figure 1, has been shown to be the most effective in increasing production, innovation, and responsible self-direction and initiative (Peters & Austin, 1985; Bennis & Nanus, 1985; Johnson & Johnson, 1987). Shared leadership means:

1. All group members can and should perform leadership functions appropriate to each person and to group needs. Any member can influence group behavior.

2. The leader of the group encourages other group members to make decisions and initiate action without seeking the leader's approval (Carnevale, et al., 1990).

Figure 1
Three Leadership Styles

Management: Authority Power		Leadership: Empowering Others
Director Style	Shared Democratic Style	Delegator Style
Control Direct Supervise Oversee	Involve Cooperate Negotiate Organize	Inspire Influence Delegate Explain
Goal:		
Dependent Members	Empowered, Interdependent Members	Empowered, Independent Members

Thus, different members of a group can share leadership by assuming the behaviors needed to lead to the success of the group. For example, in families each spouse may assume behaviors necessary to complete food-preparation or money-management tasks at different times in the family life cycle, and similarly, each may assume nurturing or caring behaviors to maintain collaborative relationships in the family. In social or civic groups, each group member may become a leader by proposing activities to complete a task, or to reduce tensions between other group members.

Strong, healthy families--our smallest democracies--are characterized by interactive shared leadership styles. For instance, healthy families allow all members of the family to be included in family problem solving when they are likely to have an opinion. Such interactive, participatory, shared leadership has been shown to be effective in all types of groups and organizations in increasing the responsible self-direction, initiative, and morale of all group members and the quality of decisions and work (Peters & Austin, 1985; Bennis & Nanus, 1985; Johnson & Johnson, 1987).

Responsible citizenship in a democratic society involves individual accountability and action for the common good of the group. Being a responsible family member requires taking action for the common good of the family--not action for the good of individuals in the family to the detriment of another family member or the family as a whole. Similarly, being a responsible citizen requires taking action for the common good of community members. Responsible citizenship begins in families as children learn to care for themselves, family members, pets, their home, and neighborhood.

Responsible citizens are concerned about the well-being of all society members and take social action to meet those needs. Such action can range from providing social services to those in need of mercy and compassion, to working for social justice for those being oppressed, mistreated, or denied their rights. Such social-justice action might take the form of advocating justice in individual cases or working for public policy change. Social action for public policy development, like other responsible citizenship, should bring about change and transformation for the good of citizens in the community, state, nation, or world.

Assuming a Leadership Role

To successfully bring about social change, six principles of social transformation provide guidance for social action (Aburdene & Naisbitt, 1992). Responsible citizens

1. Use a win-win perspective rather than a win-lose perspective
2. Begin at the grass roots rather than at the top
3. Use what works (and is right) rather than what is "politically correct"
4. Work toward choice rather than from bureaucratic limitations
5. Become advocates rather than victims
6. Invest in entrepreneurs rather than providing government aid

More than ever before, shared democratic leadership is needed in families, workplaces, communities, and government at all levels. Such responsible citizenship will bring about the social action and change that is needed for the common good of our global community.

Vocational student organizations provide a unique program of career and leadership development, motivation, and recognition exclusively for middle and junior high, secondary, postsecondary, adult, and collegiate students enrolled in vocational education programs. The U.S. Department of Education recognizes vocational student organizations as integral to the vocational education program.

FHA/HERO encourages personal growth, leadership development, family and community involvement, and preparation for the multiple adult roles of wage earner, community leader, and family member. Involvement in FHA/HERO offers members the opportunity to expand their leadership potential and develop skills necessary in the home and workplace for life-planning, goal setting, problem solving, decision making and interpersonal communication.

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Learning Activities

1. Groups

a. Ask each member of your class to bring an object that represents a group to which he or she belongs. Examples of objects might be a helmet representing a football team, a photograph representing a family, a pin representing membership in an organization, or a flag representing citizenship in a state or country. Make a display of the items. In small groups, see how many different examples of groups you can list in two minutes. Share the lists with the class and present an award to the group with the longest list. Identify the two major purposes of groups: to help meet people's needs and to resolve issues. Create examples of how the groups listed fulfill these purposes.

b. Read the case studies below and identify the goals of the various groups. Choose a group to which you belong and identify that group's goals . Share your responses with the class.

(1) Juanita is a single mother with two children, ages 8 and 12. She works as a sales representative for a pharmaceutical company. Her job allows her to support her family financially and provides them with important health benefits.
(2) The Fenway High School FHA/HERO chapter recently organized and is planning its activities for the year.
(3) The people in Penny's neighborhood are concerned about the number of crimes committed in the last year. Many of the neighbors have been robbed or assaulted coming in and out of their apartment building. Penny organized a neighborhood committee, and their first meeting is coming up soon.
(4) Ten high school students organized a community recreation board last year, which has been funded by the city council. The board members are concerned about a lack of drug-free and alcohol-free activities on the weekends. They plan to establish a youth center and schedule activities for teens throughout the city.
(5) The North High School soccer team is organizing for the season and practices each night after school. They didn't win many games last year, but the coach hopes to develop a greater sense of teamwork and have a successful season.

Discussion Questions

- *Why are each of these groups important to the group members? The community?*
- *What would happen if these groups did not achieve the goals you have identified?*
- *What skills will these group members need to help the group achieve its goals?*

c. **FHA/HERO**: In small groups, use a current FHA/HERO Fact Sheet to answer the following questions about FHA/HERO. Each group will receive one inflated balloon. As soon as each member of the group has the answer to each question written, the group may break the balloon.

(1) What is the mission of FHA/HERO?
(2) What are the purposes of the organization?
(3) What are the requirements for membership?
(4) What is the theme of FHA/HERO?
(5) What are the five levels of involvement?
(6) What is the Ohio FHA/HERO state theme for this school year?
(7) What are this year's state FHA/HERO projects?

Discussion Questions
- *What are the benefits of membership in this group?*
- *What values are reflected in the mission and purposes?*
- *How would membership in this group develop your group skills?*

d. **FHA/HERO:** Using state FHA/HERO resources, research how to affiliate as a FHA/HERO chapter at the state and national level. List the advantages of becoming affiliated and formulate ways to pay for member dues.

e. **FHA/HERO:** Using information obtained from state and national FHA/HERO resources, complete an FHA/HERO that is designed to help new members learn about the FHA/HERO organization, such as the Step One Project.

f. **FHA/HERO:** Make a large chart with a column for each of the levels of involvement in FHA/HERO: chapter, district, regional, state, cluster, and national. After examining programs of previous meetings, records or scrapbooks of previous FHA/HERO chapters, and local, state, and national handbooks, develop a chart showing the activities that you and your chapter members could participate in at each level of involvement. Display the chart around the room. Give each chapter member five colored stickers. Ask all chapter members to place their stickers beside the five activities on the charts in which they would most like their chapter to participate. Set goals for your chapter based on the results of this survey.

g. **FHA/HERO:** In small groups, select one of the areas for chapter activities listed below and set a goal for your FHA/HERO chapter for that area during the coming school year. For each goal, establish the activities that will need to be accomplished to reach the goal. Share your work with the class and prioritize the goals you want to work on this year. Using the award of merit Criteria Rating Sheet available in a *Regional Rally Skill Event Manual*, evaluate your effectiveness in planning a well-rounded program.

(1) Chapter recognition
(2) State projects

(3) Membership
(4) Chapter and class activities
(5) Community projects

2. Cooperation

a. In small groups of six, complete the **Puzzle Activity (p. 85).** Choose one person to play the role of the observer described in the directions for the activity. If possible, videotape the group during the activity. Teacher's Note: Use **Puzzle Activity: Directions for Making Puzzles (p. 86)** to prepare the puzzles prior to the activity.

b. Write the definition of the word *cooperation* on the chalkboard (Suggested definition: *People working together toward a common goal*). View the videotape of the previous activity and identify examples of cooperative behavior. Make a chart describing cooperative behaviors. Label one side of the chart "Cooperation looks like. . ." and the other side of the chart "Cooperation sounds like. . ." Post your chart in the classroom.

Discussion Questions
- *Why was cooperation important in this activity?*
- *What happened when group members were uncooperative?*
- *What are the benefits of cooperation?*
- *In what other situations is cooperation important?*
- *How could you use cooperative behaviors at home? At school? With friends?*

c. Effective groups often have rules to encourage cooperation between group members and thereby facilitate the accomplishment of group goals. Make a large poster for each of the following types of groups: Families, Peer Groups, School or Community Organizations, and Government Groups. On each chart, list examples of rules or expectations that the group could use that facilitate cooperation. For instance, government groups expect respect for the speaker and allow majority rule with minority rights. A family group may expect that each family member has a right to express his or her opinion but must respect the decision of the parent or family group.

Discussion Questions
- *What would happen if group members in these groups were uncooperative?*
- *Why are these rules or expectations about cooperation important to each group?*
- *What are the benefits of cooperation for each of these groups?*

3. Ways to cooperate with others in a group

a. Review **Increase Your Skill as a Group Member! (p. 87),** and explain how each behavior on the list would facilitate cooperation between group members. Identify reasons why these traits would be important to family groups, peer groups, school or community organizations, and government groups.

b. Review **Parliamentary Procedure (p. 88).** Explain how this process facilitates cooperation and thereby allows groups to accomplish goals.

c. **FHA/HERO:** Participate in a mock chapter meeting, including the opening and closing ceremony, the use of an agenda, and parliamentary procedures typically used during meetings (**Parliamentary Procedure (p. 88)** and **The Mechanics of a Main Motion (p. 89)**). Arrange the room to facilitate the meeting, place the procedures for the opening and closing ceremony on an overhead transparency, and distribute copies of a sample agenda. As part of the meeting, elect chapter officers or class representatives and plan your next monthly meeting.

Discussion Questions
- *In what ways did this chapter meeting fulfill the goals of your FHA/HERO chapter?*
- *How did this chapter meeting reflect cooperation?*
- *How does parliamentary procedure support the process of working together as a group?*

d. Create a list of situations in which families might need to hold a meeting of family members. Identify a set of rules or procedures to encourage cooperation at family meetings, and write them on a large poster. In small groups, create a family situation, assign family roles to each group member, and conduct a family meeting using the rules or procedures identified on your poster.

Discussion Questions
- *Why should families hold family meetings?*
- *How can family meetings help achieve a family's purpose and goals?*
- *What are the most important guidelines for conducting a family meeting?*

e. **FHA/HERO:** Select a puzzle piece that has part of a case study on the back. Find the other class members who have the puzzle pieces that will complete the picture, then read the case study. After reading your case study, determine whether or not this group is cooperating effectively to achieve group goals. Identify those behaviors that are blocking the group and suggest behaviors that would make the group more effective. Share your case study and suggestions with the class. Some suggested case studies follow.

(1) The members of your skill-event team are feeling frustrated. One member is constantly missing practices after school, even though he promises to be there.
(2) Your FHA/HERO chapter recently elected a president who seemed to really want the office. Now that it's time to get to work, however, she delegates the work to everyone else and doesn't do anything herself.
(3) The fund-raising committee is in charge of a candy sale this month and the chair of the committee is such a perfectionist that he wants to do everything himself. The other committee members want to help, but the chair always claims, "I can take care of that."

(4) Whenever the president of your chapter conducts a meeting, one group of friends will never listen to what's going on. Consequently, the president has to repeat what is being said. At times it is difficult for other members to hear. In addition, this group seems to have little time for any of the chapter activities, and rarely volunteers to help.

f. **Action Project:** Select a group to which you belong, such as your family, a school organization, or a community group. Write a description of that group's purpose and goals. Keep a record of your involvement in that group, describing your responsibilities and interaction with other group members. Using **Increase Your Skill as a Group Member! (p. 87)**, evaluate your role as a member of that group. Write a paragraph summarizing your strengths as a group member and the areas in which you would like to improve.

4. Planning process

a. Using a state or national FHA/HERO manual, identify the steps in the FHA/HERO planning process. Design a poster with these steps and display it in the classroom. Watch a demonstration on the use of these steps, then select one of the planning opportunities listed below and develop a plan for the activity using the steps of the FHA/HERO planning process.

(1) You and your friend would like to start a babysitting service for your neighborhood.
(2) Your family members are concerned about the amount of garbage they throw away each week, and would like to contribute to a better environment.
(3) You are a student council member. The group would like to develop a campaign to encourage students to stay in school.
(4) You and two other students in health class have been assigned a project. You are to make a presentation on sexually transmitted diseases.

b. **FHA/HERO**: In small groups, form one of the committees identified below and use the planning process to plan an activity related to your committee assignment. Present a report on your plan to your chapter.

(1) Agenda Committee: Develop monthly classroom programs for chapter meetings
(2) Finance Committee: Develop fund–raising ideas for projects and programs
(3) News Reporters: Develop publicity ideas for projects and programs
(4) Social Committee: Plan chapter's social activities

Discussion Questions
- *How did your committee use the planning process?*
- *Did your committee members work well together? Why or why not?*
- *How does having committees help the larger group that they come from?*
- *What happens to the goals of the larger group when committees do not complete their assigned tasks?*

c. **FHA/HERO:** Using the planning process, plan a class or chapter breakfast for before school one morning. Welcome class members with juice and breakfast finger foods and present them with locker signs and FHA/HERO badges indicating their FHA/HERO membership.

5. Leadership

a. Complete **My Personal Thoughts on Leadership (p. 90)**. In small groups, share definitions of *leadership* and make a list of leadership skills identified by group members. Share your responses with the class. Compare your responses to **Shared Leadership for Family, Work, and Community Life (p. 91).**

Discussion Questions
- *Why is leadership important to families, groups, communities, the world?*
- *What would happen if leaders in families, groups, or communities did not hold the values reflected in shared leadership?*
- *What can you do to become an effective leader for your family, your community, and other groups to which you belong?*

b. Design a bulletin board entitled "All-Star Leaders." Feature local, national, and/or historical leaders with pictures and descriptions of each leader. Explain how each leader reflects the values, beliefs, and skills of shared leadership. Identify the consequences of their leadership for families, groups, and communities.

c. **FHA/HERO:** Invite a state FHA/HERO officer from your region or a leader in your community to conduct for your chapter a workshop entitled "Developing Shared-Leadership Skills." Summarize what you have learned from this workshop using the open-ended statements below.

(1) Learning shared-leadership skills is important to me because. . .
(2) Three things I want to do to improve my shared-leadership skills are . . .
(3) Today I learned. . .
(4) When I used to think about leadership, I. . .but now I know. . .
(5) The best part of this workshop was. . .

d. **Action Project:** Using the National FHA/HERO Power of One project, develop a goal to improve your shared-leadership skills. Create an action plan to meet your goals. Keep a record of your activities, complete the project requirements, and receive local recognition for accomplishing your goals.

6. Citizenship

a. In cooperative learning groups, use words, pictures, and drawings to create a poster about what it means to be a citizen in one of the groups listed below. Your poster should reflect the qualities you believe are important for a good citizen and specific behaviors that reflect good citizenship in that particular group. Explain your poster to the class. Display all the posters in the classroom. Summarize the qualities of a good citizen and the behaviors that reflect good citizenship. Using these lists, develop a class definition of good citizenship.

(1) Family
(2) School
(3) FHA/HERO chapter
(4) Work
(5) Community
(6) World

Discussion Questions
- *Why is good citizenship important to each of these groups?*
- *What universal values are reflected in the behavior of good citizens?*
- *Is the meaning of good citizenship different for various cultures, ethnic groups, or nationalities? Why or why not?*

b. **FHA/HERO:** Part of being a good citizen means making a contribution toward the goals of the group. Complete **Member Participation Checklist (p. 92)** to determine ways that you would like to be involved as a good citizen in your FHA/HERO chapter.

c. Invite a panel of representatives of local service organizations or programs who coordinate volunteers to discuss the importance of volunteering to the volunteers, the organizations or programs, and to the community. Explain how good citizenship is reflected in volunteering. Compare the profile of volunteers presented by the panel with the statistical profile of volunteers below.

(1) 63 percent are employed.
(2) 45 percent are male.
(3) 26 percent give one to three hours per week, 8 percent give four to six hours, and 10 percent give seven or more hours
(4) 91 percent give charitable contributions in contrast to 66 percent of non-volunteers
(5) 66 percent are volunteering more (or the same amount) as three years ago
(6) 28 percent live in towns with populations of less than 2,500
(7) 52 percent have a high school education or less
(8) 47 percent have a household income of less than $20,000
(9) 17 percent have a household income of less than $10,000

Source: D. Vineyard. *Marketing Magic for Volunteer Programs.* Chicago, Illinois: Heritage Arts Publications, 1984.

d. **FHA/HERO:** Develop a directory of volunter opportunities for the community in which you live. Include the organization's name, complete address, contact person, and telephone number and a short job description of the volunteer activities for each organization. Distribute the directory to students at your school.

e. **Action Project:** Participate in a volunteer experience and keep a journal recording activities you performed. Write a paper summarizing how your volunteer experience benefited you, others, and the community. Explain how this volunteer experience reflects good citizenship.

7. Societal conditions affecting personal, family, and community well-being

a. Collect and display newspaper or magazine articles highlighting current issues that affect you, your family, and your community. Collect additional pamphlets and information about these issues and include them in a display. In small groups, choose one of these issues and make a chart explaining how each issue affects yourself, your family, and the community. Display your chart in the classroom.

Discussion Questions
- *Why should you be concerned about these issues?*
- *Did these same issues exist ten years ago? Fifty years ago? One hundred years ago? Why or why not?*
- *How can you take a leadership role in resolving these issues?*

b. **FHA/HERO:** In three groups, select one FHA/HERO state project that reflects a societal issue of particular concern to group members. Using the *FHA/HERO Regional Rally Skill Event Manual*, use the planning process to develop activities to meet the evaluation criteria of the skill event State Projects Display. Set clearly defined goals for specific classroom activities that illustrate the state project. Present your ideas to the class and carry out the project.

Discussion Questions
- *How will your activities for this project have an impact on this societal issue?*
- *Who will benefit from your project?*
- *What will you learn from participating in this project?*

c. **Action Project:** Select a societal condition that is of particular concern to you. Collect information regarding that condition and identify local organizations or programs that are addressing that condition in your community. Identify ways that you can take action to deal with this problem. Keep a journal detailing your involvement with the issue.

Assessment

Paper and Pencil

1. Without the aid of references, identify at least three ways to be a responsible citizen in each of the following settings: at home, at school, at work, and in the community.

2. Given sample societal conditions, evaluate how each condition would affect the well-being of the following: individuals, families, and the community.

3. Given case studies of families, student organizations, and work groups, describe the visions and goals of each group.

4. Given examples of cooperative and uncooperative actions, identify the consequences of each action for those involved.

5. Identify at least five behaviors that can be used to cooperate with others to achieve group goals.

6. Given a case study, use the planning process to establish a plan to achieve individual and group goals.

Classroom Experiences

1. In small groups, set a goal for your FHA/HERO chapter for the coming school year. For each goal, establish the activities that will need to be accomplished to reach the goal.

2. Given a case study of family, school, or community groups, use the planning process to plan an activity for that group.

3. In small groups, form a committee and use the planning process to plan an FHA/HERO chapter activity. Present a report of your plan to the class.

4. In cooperative learning groups, use words, pictures, and drawings to create a poster about what it means to be a citizen in one of the following groups: family, school, FHA/HERO chapter, work, community, or world. Your poster should reflect the qualities that you believe are important for a good citizen and the specific behaviors that reflect good citizenship in that particular group.

5. In small groups, choose five social issues affecting personal, family, and community well-being and make a chart listing the consequences of each issue for yourself, your family, and the community.

Application to Real-life Settings

1. Use the planning process to plan and carry out a chapter activity.

2. Select a group to which you belong. Write a description of that group's purpose and goals. Keep a record of your involvement with that group, describing your responsibilities and interaction with other group members. Using **Increase Your Skill as a Group Member! (p. 87)**, evaluate your role as a member of that group. Write a paragraph summarizing your strengths as a group member and the areas in which you would like to improve.

3. Develop a goal to improve your shared leadership skills. Create an action plan to meet your goal. Keep a record of your activities, and evaluate your progress toward your goal.

4. Develop a directory of volunteer opportunities for the community in which you live. Include the the organization's, name complete address, contact person, and telephone number and a short job description of the volunteer activities for each organization. Distribute the directory to students at your school.

5. Participate in a volunteer experience and keep a journal recording the activities you performed. Write a paper summarizing how your volunteer experience benefited you, others, and the community. Explain how this volunteer experience reflects good citizenship.

6. Select a societal condition that is of particular concern to you. Collect information regarding that condition and identify local organizations or programs that are addressing that condition in your community. Identify ways that you can take action to deal with this problem. Keep a journal detailing your involvement with the issue.

PUZZLE ACTIVITY

Instructions to the Group

You will receive a packet from your teacher containing five envelopes, each of which contains pieces of cardboard for forming squares. When your teacher gives the signal, your task is to form five squares of equal size. The task will not be completed until all the pieces have been used and each person in the group has a perfect square in front of him or her that is the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this activity:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him or her a card.
3. Members may, however, give cards to other members.

Instructions to the Group Observer

Your job is to observe the group and make sure each participant follows the rules:

1. No talking, pointing, or any other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not take pieces from other members.
3. Participants may not simply throw their pieces into the center for others to take; they have to give the pieces directly to one individual.
4. It is permissible for a member to give away all the pieces to his or her puzzle, even if he or she has already formed a square.

As an observer, consider the questions below. Be prepared to report your findings following the activity.

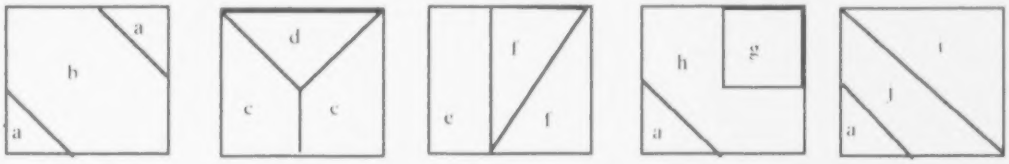
1. Were group members willing to give away pieces of the puzzle?
2. Did anyone finish the puzzle and then refuse to help others?
3. Was there anyone who worked alone and was unwilling to give away any or all pieces?
4. How many people were actively engaged in putting the pieces together?
5. What was the level of frustration and anxiety displayed by group members?
6. Was there any critical turning point when the group began to cooperate?
7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

Source: Unknown

PUZZLE ACTIVITY: DIRECTIONS FOR MAKING PUZZLES

Prepare one set of puzzles for each small group. A set consists of five envelopes containing pieces of cardboard that have been cut into different patterns and when properly arranged will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly, so that they can later be erased.



The lines should be so drawn that, when cut out, all pieces marked a will be of exactly the same size, all pieces marked b of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Source: Unknown

INCREASE YOUR SKILL AS A GROUP MEMBER!

Effective group members work to form good relationships with other group members and to achieve group goals. Listed below are suggestions for increasing your effectiveness in a group.

Form Good Working Relationships With Other Group Members

1. Respect and support other group members.

   - Value other members' views.
   - Understand the way in which various group members contribute to the success of the group.
   - Give emotional support to others by praising others' work or taking action to relieve others' frustrations.
   - Promote group success rather than pushing for your way.
   - Appropriately balance group "work" and group "play."
   - Take pride in the success of the group's accomplishments.

2. Communicate effectively.

   - Listen empathetically.
   - Ignore distractions.
   - Ask questions when you do not understand something.
   - Give feedback to other group members.
   - Recognize and remove communication barriers.

Work to Achieve Group Goals

1. Complete tasks.

   - Assist in identifying group goals.
   - Use appropriate planning to organize the group to achieve goals.
   - Consistently complete tasks assigned to you.
   - Help others not only when asked, but when you see the opportunity or need to help.
   - Reflect on group progress and evaluate results.

2. Work at resolving problems.

   - Promptly take steps to identify and resolve problems.
   - Use techniques such as majority votes, compromise, and consensus to resolve problems fairly.
   - Value the resources and views of all members to avoid win-lose situations.

PARLIAMENTARY PROCEDURE

Parliamentary procedure is a set of rules for conducting meetings. By following these rules, group members can work together to reach an agreeable decision. Parliamentary procedure permits each person in a group to voice his or her opinion. It is the democratic process at work!

Parliamentary procedure originated when the early English Parliament developed the process to discuss public affairs. The idea came to America with the first settlers and became a written code with the publication of *Henry M. Robert's Rules of Order* in 1876. This book is still used today in the operation of many community organizations and government groups.

Purposes of Parliamentary Procedure

1. To transact business with speed and efficiency
2. To protect the rights of each individual
3. To preserve harmony within the group

Chairperson (the Group Leader)

The group leader is the center of the democratic decision-making wheel. The leader receives information from the group members, who are the spokes of the wheel, whom the leader must keep moving toward the solution of the problem at hand. The leader provides the members with relevant facts and leaves the making of decisions to the group as a whole.

The group leader, often referred to as the "chair," is responsible for scheduling the time and place of the meeting, preparing an agenda, and informing all members about the meeting. However, sometimes these duties may be delegated to other group members.

Group members are responsible for presenting, discussing, modifying, and taking action upon motions. A motion is a proposal of something to be done. Again, through the democratic process, each member is guaranteed the right to present his or her opinions about motions before the group. The only condition is that the member is expected to support any decision made by the group as a whole–even if he or she disagrees with it.

Principles of Parliamentary Procedure

1. Discuss one subject or issue at a time.
2. Each issue is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority is carried out while preserving the rights of the minority.
5. The desires of each member are merged into the larger organization.

THE MECHANICS OF A MAIN MOTION

A motion is a proposal of something to be done. A main motion introduces business or brings a question directly before the group. Learning how to make a motion can give you a voice in a group.

1. A member raises his or her hand and is **recognized by the chair**.
2. The member **states his or her motion**:

   "I move that. . ."
3. Another member **seconds the motion** (this ensures that at least one other person is interested in the motion)"

   "I second the motion."
4. The chair **restates the motion**:

   "It has been moved and seconded that. . ."
5. The chair asks for **discussion**:

   "Is there any discussion?"
6. Members may raise their hand, be recognized by the chair, and one at a time, state their **opinion regarding the motion.** The maker of the motion should have the first option at stating his or her opinion, and no person may speak twice unless everyone else who wishes to speak has had a chance.
7. The chair should ask for **further discussion**:

   "Is there further discussion?"

   If there is no further discussion, "Hearing no further discussion, we'll proceed to vote."
8. The chair takes a **vote** (the chair and secretary should count the votes, and make sure they agree on the number for and the number against the motion):

   "All those in favor of (restate motion), please signify by saying 'aye' or by raising your right hand. All those opposed, say 'no' or raise your left hand."
9. The chair announces the **result of the vote**:

   "The motion passes." or "The motion fails."

Source: C. Coomer. *Vocational Student Organizations Summer College for Advisors Resource Notebook*. Dayton, Ohio: Wright State University, July 1990.

MY PERSONAL THOUGHTS ON LEADERSHIP

Some think leaders are born. Others believe leaders are made--by their experiences, the skills they acquire, the successes they achieve. Everyone has leadership potential.

My definition of leadership is

I think the three most important leadership skills are

1.

2.

3.

List below the five leaders you admire the most and the traits of each leader.

1. Traits

2. Traits

3. Traits

4. Traits

5. Traits

Now answer the following and think about why you chose each name:
Name four chapter members you would choose to organize a banquet for members and their parents:

Name two members you would call on to head a member-recruitment drive:

Name two members you would ask to organize a play day for physically disabled children:

Name the person you would ask to introduce a skit at a senior citizens' party:

Are the names the same? Probably not. Chapter members have varied talents and skills, but some members may be overlooked as potential leaders. Keep in mind that everyone has something unique to contribute. Effective chapter leaders discover abilities in themselves and others.

Source: Future Homemakers of America, Inc. *FHA/HERO Chapter Handbook*. Reston, VA: Future Homemakers of America, Inc., 1991.

SHARED LEADERSHIP for FAMILY, WORK, and COMMUNITY LIFE

Leadership is the process of helping a group shape its vision and goals and working to accomplish them. Shared leadership means that all group members can contribute leadership skills to the group and that leaders in the group encourage everyone to help make decisions and to take action. The chart below shows the values, beliefs, and skills important to shared leadership.

THE HEART: VALUES →	**THE HEAD:** THOUGHTS OR BELIEFS →	**THE HAND:** SKILLS FOR DOING →	**THE RESULTS:** EMPOWERMENT OF OTHERS
• Good Work: Excellent quality; Individual accountability, dedication, and commitment	• Ownership: Everyone in an organization is responsible for its success.	• Helping groups make decisions	• People feel significant.
• Caring/Loving: Concern for the welfare of others	• Interdependence: Everyone is connected providing support for others.	• Empathizing and learning to understand other people	• People make positive contributions.
• Justice: Equal treatment and respect for integrity of all individuals	• Golden Rule: Take care of people and those you serve will take care of you.	• Building confidence in others	• Organization achieves its goals.
• Best consequences: Actions benefit, not harm, all who are or will be affected with short-term and long-term effects	• Thinking: Practical problem solving, planning, goal setting, and learning are needed for group success.	• Communicating with others	• People are dedicated, caring, and innovative.
		• Resolving conflict	• People feel a part of the group and want to make it a success.
		• Motivating members	
		• Building a coalition of outside support	
		• Being an advocate for the group	

MEMBER PARTICIPATION CHECKLIST

Check the activities that you would be interested in doing in your FHA/HERO chapter

_____Give demonstrations
_____Prepare and set up displays
_____Arrange for guest speakers
_____Participate in competitive events
_____Write newspaper articles
_____Plan recreational activities
_____Organize chapter files
_____Take chapter photographs
_____Write scripts for programs
_____Help manage chapter finances
_____Share inspirations
_____Help with ceremonies
_____Participate in a radio or television program
_____Act in skits, plays, and TV shows
_____Interview people
_____Participate in panel discussions
_____Be a meeting host or hostess
_____Prepare refreshments for meetings
_____Lead group discussions
_____Help computerize chapter records
_____Help plan a yearly program of work
_____Write letters
_____Work on the chapter scrapbook
_____Share artistic talents (such as music, art, dance)
_____Other

Using state and national FHA/HERO information, determine the purpose of each of the committees below. Then give your first, second, and third choices for the committees on which you would like to work this year.

_____Bylaws
_____Community Service
_____Competitive Events
_____Finance
_____Financial Fitness
_____Hospitality
_____Membership
_____Power of One
_____Program
_____Public Relations
_____Recreation
_____Scholarship and Recognition
_____State Projects
_____Step One
_____Student Body

Adapted from Future Homemakers of America, Inc. *FHA/HERO Chapter Handbook*. Reston, VA: Future Homemakers of America, Inc., 1991.

Resource Management

Achieving Personal Goals

Module Overview

Practical Problem: What should I do regarding personal goals?

Competency 2.0.1: Manage resources to achieve personal goals

Competency Builders:

- 2.0.1.1 Identify personal responsibilities for setting and reaching goals
- 2.0.1.2 Assess relationship between personal values and goals
- 2.0.1.3 Establish personal goals
- 2.0.1.4 Identify process for setting and reaching goals
- 2.0.1.5 Identify resources for achieving goals
- 2.0.1.6 Identify potential barriers to achieving goals and strategies to address barriers
- 2.0.1.7 Evaluate relationship between taking risks and achieving goals
- 2.0.1.8 Develop a management plan to achieve goals
- 2.0.1.9 Evaluate use of time, money, and other resources in the process of working toward goals
- 2.0.1.10 Analyze outcome of management plan

Supporting Concepts:

1. Responsibility for setting goals
2. Process for setting and achieving goals
3. Resources for achieving goals
4. Risks and barriers to reaching goals
5. Management plan

Teacher Background Information

Rationale

Management, a basic tool for creative living, uses resources to achieve desired goals and purposes. Through life experiences and the process of maturing, some people develop managerial skills that help them manage change and move from one situation to another with relative ease. Other people have difficulty coping with change and the events of life. Deacon and Firebaugh state, "Management helps people control the events of life and influence the outcomes of situations. It influences the quality of life of the individual...through the way resources are directed toward goals" (1988, p. 3). Management skills are developed through training and practice and can continue to develop through adulthood and be maintained in later life (Avery & Stafford, 1991). Rather than being passive and allowing others to control their lives, people can increase the likelihood of accomplishing their goals through the development and practice of effective management skills.

Managerial skills are a learned behavior and provide a means for taking control of one's life through identifying values, setting goals, establishing a plan, identifying resources to achieve that which is valued, and providing a system of monitoring one's progress toward reaching goals. When individuals lack managerial skills, educators can help them learn to anticipate life events and develop adaptive skills for the prevention of problems and the attainment of desired ends.

Achieving Personal Goals

Background

Goals are the ends toward which individuals are willing to work. They are value-based objectives that give direction and orientation to action; specifically, they provide directional criteria for standard setting (Deacon & Firebaugh, 1988). Goals develop from needs, values, attitudes, desires, and philosophies. Goals are the basis of sound management and planning. They guide a person in deciding how and what work or activities should be done, and provide direction for using resources. Without goals, people go through life aimlessly and with little or no control over their own destinies. Just as driving a car without a destination leads to nowhere, life management without goals can be useless (Rice & Tucker, 1985).

Values are those qualities or principles that are desirable and have worth. Values provide fundamental criteria for goals. Examples of values are freedom, love, honesty, leisure, knowledge, convenience, comfort, economy, efficiency, and prestige (Rice & Tucker, 1986). Values can be classified as different types. The following list represents one classification system, with examples of values given for each class:

Aesthetic: beautiful, pretty, elegant, exquisite
Economic: cheap, useful, efficient, functional, practical
Environmental: clean, nonpolluting
Health and Safety: safe, healthy
Moral: just, fair, ethical, right
Prudential: wise, smart, shrewd, clever, prudent
Religious: pious, devout, godly, sinless
(The Ontario Institute for Studies in Education, 1978)

An awareness of different value perspectives is important for two reasons. First, considering different value perspectives is necessary when making a value judgment. For example, a government considering the desirability of projects may take into account facts that are relevant from an economic point of view as well as from the points of view of aesthetics or ecology. The second reason for such awareness is to avoid confusing two or more value perspectives, such as moral and prudential, when making a judgment.

Values affect an individual's goals and standards and are expressed through action (Thompson & Faiola-Priest, 1987). Individuals who value a clean environment will recycle cans, plastics, paper, clothing, and other items, and will carefully monitor the use of nonrenewable resources and disposable items. Those who value education will be willing to work at a boring or physically demanding job they don't like in order to achieve their educational goals. Thompson and Faiola-Priest suggest that "to know how deeply you hold a value, ask yourself what you would be willing to give up for a thing, a person, a relationship, a service, or an idea" (1987, p. 237).

Values provide the basis for decisions and permeate all aspects of management. They are the fundamental criteria for goals, the purpose toward which managerial activity is directed, and criteria for identifying the means through which demands are effectively met (Deacon & Firebaugh, 1988). Demands are either goals or events that require action. They may originate internally (biological requirements, such as food and water) or externally (school attendance, obedience to laws, zoning restrictions, or expectations for gender roles). Accompanying each goal is a set of value criteria that need to be met. The more strongly a value is held, the higher the standards for action will be.

Resources are means capable of meeting demands, that is, they provide the properties or characteristics through which the goals and events are achieved or satisfied (Deacon & Firebaugh, 1988). Resources may be classified as human (skills, abilities, knowledge) or material (money, time, gifts). To achieve goals, one must consider the resources available. For example, a goal of graduating from college seems more feasible if one has demonstrated the ability to perform successfully in kindergarten through high school, and a goal of purchasing an automobile is futile if one does not have the income or savings required to purchase it. Another consideration is the way one is affected by and affects the environment. In times of economic crisis, a person may not be able to earn an income adequate to obtain desired material objects and may even have difficulty meeting basic needs, such as shelter and food. On the other hand, an individual may be able to contribute money, time, energy, knowledge, skills, or other resources to the family or community and thus have a positive impact (Strickland, Hamner, & Robertson, 1988).

Planning is a series of decisions concerning future standards and/or sequences of action. In the planning process, goals are confirmed or clarified as the underlying values are viewed, and resources are examined for their potential availability (Deacon & Firebaugh, 1988). When goals are consistent with values, and resources for achieving goals are available or obtainable, implementation can begin. Implementing is actuating plans and procedures and controlling the actions after standards and sequences are developed into a plan consistent with resources and demands (Deacon & Firebaugh, 1988). During implementation, and as a result of planning, checking and adjusting are practiced. "Checking means that quality or quantity aspects of standards are compared to results evolving during implementation," and "adjusting is changing a planned standard or sequence or changing the underlying process in order to increase the chances of the desired output" (Deacon & Firebaugh, 1988). Sufficient checking can improve implementation, and possibly prevent wasted resources. Changing and adjusting can require a new or altered plan; for example, a planned visit must be changed to another date when the person to be visited becomes ill.

Decision making is a process that involves recognizing that a decision is needed and then identifying, weighing, and choosing among or resolving alternatives (Deacon & Firebaugh, 1988). Practical reasoning--deciding what is best to do--is based on values, especially moral values, and contextual factors. Such value reasoning is required for morally defensible decision making. Decision making and practical reasoning used to reach moral decisions occur through the responsible management process. "Values, goals, and resources together provide the content for decision making" which takes place throughout the managerial process: in determining goals, in surmising available resources, in standard setting and sequencing, and in checking and adjusting during implementation (Deacon & Firebaugh, 1988, pp. 63-64). Deacon and Firebaugh (1988), provide an example of steps for making a decision:

1. Identify the points of decision and alternatives available at each point.
2. Identify the points of uncertainty and the type or range of alternative outcomes at each point.
3. Gather information needed to make the analysis, especially the estimated probabilities of different events or results of action and the costs and gains of various actions.
4. Evaluate the alternatives and choose a course of action.

Barriers to goal attainment can occur when specific information is unavailable for making decisions, or when readily available facts are unused (for example, unit pricing in the grocery store, bus schedules, diet plans, airline schedules). Confusion or discouragement may occur when there are too

many alternatives from which to choose, when alternatives appear equally attractive, or when one is unable to evaluate trade-offs of both monetary and nonmonetary factors.

Individual characteristics can affect implementation. The possibility of success is improved when one has the ability to focus clearly on the goal and then formulate a plan to achieve it. One method is to set priorities and list the steps required to carry out a plan. It is important to avoid putting off important but less interesting jobs, or to implement easy, short-term plans and postpone those that lead to lifetime goals. Deacon and Firebaugh specify responsibility, tolerance, intellectual efficiency, and flexibility as personality traits that are related to control of one's life and use of time. They also point out that there is increasing indication that "the possibility of meeting the impacts of life events without deleterious effects is improved when there is a sense of having some control over their occurrence" (1988, p. 99), and that "education that helps to anticipate life events and to develop adaptive skills has potential for the prevention of problems" (1988, p. 100).

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Learning Activities

1. Responsibility for setting goals

a. Using the questions below, visualize your life as you would like it to be ten years from now. Write a descriptive essay describing the lifestyle you visualize. Invite an English teacher to class to help you develop and organize the essay. Once you have written the essay, create a visual representation of the essay using pictures or drawings. Present your essay and visual representation, then display them in the classroom.

(1) Who will you live with? What type of family unit or structure will you be part of?
(2) Where will you live? What type of housing will you live in?
(3) What type of work will you do? What type of career will you be involved in?
(4) What type of leisure activities will you do?
(5) What community activities will you be involved in?

Discussion Questions
- *What factors influenced the type of life you want in the future?*
- *What do you like best about the way you see yourself in the future?*
- *What can you do to achieve this life?*

b. **FHA/HERO:** Invite a school, community, business, or government leader to class who has served as a role model for many members of your chapter. Ask that person to share how setting goals has been part of his or her success. Use the questions below to learn more about how the speaker has used goals in his or her life.

(1) What is your personal definition of a goal?
(2) Why have goals been important in your career? Your personal life? Your family life?
(3) Do you believe each person is responsible for setting goals? Why or why not?
(4) What goals did you establish for yourself when you were in high school? After high school? As a young adult?
(5) How do you use short-term goals to help you achieve long-term goals?
(6) What resources have you used to achieve your goals?
(7) What risks have you taken to achieve your goals?
(8) What barriers have you overcome to achieve your goals?

Discussion Questions
- *What is your responsibility for setting goals in your life?*
- *How do goals contribute to success?*
- *What are the consequences of not having goals?*
- *How do your goals affect you? Your family? Others?*

2. Process for setting and achieving goals

a. Review **Mapping Your Future (p. 104).**

b. Using the essay you developed earlier in the module, write a long-term goal. Write three short-term goals that you could use to reach this long-term goal. In small groups, share examples and explain how each short-term goal could be used to reach the long-term goal. Write your goal examples on index cards and display them on a bulletin board entitled "Goals: Our Windows to the Future!"

Discussion Questions
- *Is it too soon to start thinking about how to achieve the goals reflected in your essay? Why or why not?*
- *Why are short-term goals important in the process of goal setting?*
- *What will you need to do in the next few months to begin to achieve your long-term goals?*

c. Complete **Ranking Lifetime Goals (p. 105)**. Choose one of the goals you have selected as being important and write at least three short-term goals that would help you achieve the long-term goal. In small groups, share your goals and explain how each goal meets the criteria for setting goals outlined on **Mapping Your Future (p. 104)**. If your short-term goals do not meet the criteria, revise them. Compare the lifetime goals you chose in this activity with your essay about your future. Identify the ways they are similar and different. If needed, revise your essay and insert values, goals, or goal priorities you would like to add.

Discussion Questions
- *Why are lifetime goals important?*
- *What are the consequences of having and not having lifetime goals?*
- *What can you do in the next few months to begin working on your lifetime goals?*

d. Review the definition of *value*. Write each of the five values listed below on a separate piece of large poster paper, at the top. Divide into five small groups, each choosing one of the posters. In one minute, list examples of goals on the poster that a person would have if that value were important to him or her. Exchange posters with another group and repeat the procedure. Continue exchanging posters until your group has had a chance to list goals on each of the five posters. Display the posters in the classroom and review the goals listed under each value. Identify those values that are important to you and the goals that you would like to achieve related to that value.

(1) Family
(2) Friends
(3) Education
(4) Environment
(5) Community

Discussion Questions
- *How do values affect your goals for the future?*
- *How do values affect your behavior?*
- *Why should you consider your values when setting goals?*

e. Review the goals you developed using your essay about your future, and identify values that are reflected in those goals. Explain whether or not any universal values (as described in the Solving Personal and Family Problems

Module, Learning Activity 2b) are reflected in your future goals. Evaluate whether or not the values reflected in your goals are those values you believe to be most important.

Discussion Questions
- *Why is it important to consider universal values when setting goals for the future?*
- *What are the consequences of setting goals based on universal values?*
- *What happens when your goals and values conflict with each other?*

f. With an adult member of your family, view a television program and make a chart representing the values and goals of each of the characters in the television program. After viewing the program, interview the adult using the questions below. Summarize your findings from the television program and the interview and present them to the class.

(1) How are the values and goals of each character similar to or different from your own?
(2) How are the values of each character similar to or different from the values you grew up with as a child?
(3) How have values changed over the last twenty years?
(4) How have values remained the same over the last twenty years?
(5) What are the consequences of setting goals based on the values reflected by each character in the program?

g. Complete **That's Life! Factors Affecting Goals (p. 106-107)**.

Discussion Questions
- *Under what circumstances would it be important to reevaluate goals?*
- *What happens to goals when personal circumstances change?*
- *Which types of changes have the greatest impact on goals?*
- *What types of change could occur in your life that would cause you to reevaluate your goals?*

3. Resources for achieving goals

a. Make a poster for each the following types of resources: human, financial, environmental, community, and material. In small groups, list examples of resources in that category and add pictures to illustrate these resources. Some resources may appear on more than one list. Display the posters in the classroom. Review the lists in each category and code the resources according to the guidelines listed below.

(1) Place a "-" in front of those resources that are gone once they are used up.
(2) Place a "+" in front of those resources that can grow.
(3) Place an "*" in front of those resources that can be substituted for other resources.

Discussion Questions
- *How can these resources be used to achieve goals?*
- *Which resources do you possess? Which resources could you develop further?*
- *Which resources could you share with others?*
- *Which resources could you exchange for others?*

b. **FHA/HERO:** Develop the game **Resource Lotto (p. 108-109)** for your chapter and play it at a chapter meeting. Provide prizes for the winners.

c. Using the essay you developed about your future, identify human, material, community, financial, and environmental resources you would need to achieve the lifestyle you have described. Circle those resources you have now and place a check beside those resources that you could further develop to achieve your goals.

Discussion Questions
- *How can you balance unlimited wants and limited resources in your life?*
- *How can you become more knowledgeable about resources available to you?*
- *What can you do to expand or develop your list of resources?*

4. Risks and barriers to reaching goals

a. In small groups, choose one of the statements below and create a skit that illustrates how the attitude reflected in that statement might affect one's ability to achieve goals. Perform your skit for the class and identify the consequences of the attitude portrayed.

(1) Why should I plan ahead? I just take it one day at a time.
(2) People who are successful in life are just lucky.
(3) Why should I bother to set goals? I don't have any money and I doubt if I ever will.
(4) How do I know what I want to do five years from now? That's too far in the future.
(5) If I set goals, I'd only have to change them. Everything will be different in another year.
(6) There is too much competition out there. If I set goals, I'll only be disappointed.

Discussion Questions
- *What false assumptions are underlying these statements?*
- *How could the attitudes be changed to result in more positive consequences?*
- *Why do you think some of these attitudes exist?*

b. Make a list of things that could be barriers to achieving goals, such as those listed below. Identify those barriers that can be overcome and explain possible

strategies for dealing with the barriers. Identify those barriers that cannot be changed and explain ways to work around these barriers.

(1) Personal handicap
(2) Procrastination
(3) Loss of resources
(4) Excuses for not fulfilling responsibilities

c. Define risks as chances that an individual takes. Examine your list of goals, and identify risks you might have to take to achieve those goals. Explain how different individuals have different tolerance levels for risk, particularly those individuals at different stages of the life cycle and those with different family roles and responsibilities.

d. **Action Project:** Read a biography or view a film about a famous person you admire. Make a chart showing that person's goals throughout life, the resources they used to achieve the goals, risks taken to achieve the goals, and barriers overcome in achieving the goals. Compare these goals to a chart of your own life goals, including resources you have and risks and barriers you anticipate. Explain how learning about a role model's goals has helped you in assuming personal responsibility for your own goals.

5. Management plan

a. Read the situations below and explain why it is difficult to achieve goals without management.

(1) You have a five-page paper due in science class tomorrow, an assignment you need to do well on because you want to get a "B" in the course. Even though the paper has been on your mind, you have not been able to find the time to do the work. Now you are going to have to stay up all night to finish the project.
(2) You have been trying to get along better with your sister. She lent you a sweater and needs it back right away, but you can't find it because your room is a total mess. She is going to be really mad at you.
(3) You have been looking forward to spending some time with your friends, who have planned a ski trip for the weekend. A few days before the trip, you check your bank account and learn that you have spent most of the money you saved for the trip. Your parents will probably not lend you the money, so you know that this means you won't be able to take the trip.
(4) You and your friends have formed a team and entered the Team Demonstration Skill Event for the FHA/HERO regional rally. One week before the event, you have not even started to get ready for the demonstration. You cannot seem to find a time when all the members can meet, and when you do have a practice, some of the team members forget and don't come at all.

b. Review **Defining the Management Process (p. 110)**. In small groups, choose one of the goals below and develop a management plan to achieve that goal. Share your plans with the class and evaluate whether or not you think each plan will be effective.

(1) Writing a term paper for health class
(2) Getting a part-time job
(3) Cleaning up your room
(4) Buying a birthday present for a friend
(5) Conducting an FHA/HERO candy sale

Discussion Questions
- *Why is management important to you? Your family? Your school? The business world? Society?*
- *What skills do you need to become a good manager?*
- *What are the consequences of poor management?*

c. Complete **My Management Image (p. 111).**

d. In cooperative learning groups, select one of the management topics listed below and prepare a presentation on that topic for the class. Following the presentations, identify the consequences of using and not using each management technique to achieve your goals.

(1) Tackling Time: Managing Time to Achieve Your Goals
(2) A Place for Everything: Organizing Your Personal Space
(3) Dollars and Sense: Managing Your Money
(4) Energize! Maximizing Your Personal Energy

e. **FHA/HERO:** Compare the FHA/HERO Planning Process to the management process. Draw a diagram representing both of the processes and the ways in which they are similar and different. Explain how each of these processes can be used in helping your chapter achieve its goals.

f. Complete **Managing to Achieve Goals (p. 112).**

g. **Action Project:** Using the essay you developed earlier in this module, choose a goal you would like to achieve and complete **Managing to Achieve Goals (p. 112).** Record your progress toward your goal. Write a summary of your activities and evaluate the outcomes of your plan.

Assessment

Paper and Pencil

1. Without the aid of references, write a paragraph identifying personal responsibilities for setting and reaching goals. The paragraph should be at least four sentences in length and include the consequences of setting and not setting goals.

2. Given a list of personal goals, assess the personal value related to each goal.
3. Without the aid of references, identify each step in the process of setting and reaching goals.
4. Given sample goals, identify at least five resources needed to achieve each goal.
5. Given case studies, identify the potential barrier to achieving goals in each case study and at least one strategy to address that barrier and facilitate achieving the goals.
6. Given examples of goals, identify the risks involved in achieving each goal and evaluate the relationship between taking those risks and achieving each goal.
7. Given a case study, develop a management plan to achieve goals.
8. Given case studies, explain how the use of time, money, and other resources contributes to the process of working toward the goals in each case study.

Classroom Experiences

1. Write an essay describing your life as you would like it to be in the future. Using that essay, develop short-term and long-term goals, identify values related to each goal, explain resources needed to achieve the goals, identify risks and barriers to achieving the goals, and develop a management plan to achieve the goals.
2. With an adult member of your family, view a television program and make a chart representing the values and goals of each of the characters in the television program. After viewing the program, interview the adult. Summarize your findings from the television program and the interview and present them to the class.
3. In small groups, make a poster for one of the following resource types of resources: human, financial, material, and environmental. List examples of resources in that category and add pictures to illustrate these resources.
4. In cooperative learning groups, select a management topic and prepare a presentation on that topic for the class.

Application to Real-life Settings

1. Read a biography or view a film about a famous person you admire. Make a chart showing that person's goals throughout life, the resources they used to achieve the goals, risks taken to achieve the goals, and barriers overcome in achieving the goals. Compare these goals to a chart of your own life goals, including resources you have and risks and barriers you anticipate. Explain how learning about a role model's goals has helped you in assuming personal responsibility for your own goals.
2. Choose a goal you would like to achieve and develop a management plan to achieve that goal. Record your progress toward your goal. Write a summary of your experience and evaluate the outcomes of your plan.

MAPPING YOUR FUTURE

What are goals?

A goal . . .
- is something you want to do in the near or distant future
- gives your life direction
- is something you aim to achieve
- is different from a wish, which is sometimes unrealistic

How do you go about setting goals?

The process for setting goals involves writing both long-term goals and short-terms goals. A long-term goal is one that may be reached far in the future, such as a year, two years, or even ten years from now. Though these may seem far away, long-term goals can be accomplished by setting short-term goals to get there. Short-term goals can be reached immediately or fairly soon, such as in a day, a week, or a month.

To set goals. . .

1. Decide on something you want to achieve.
2. Write down your long-term goal.
3. Decide on a path to take to reach that goal.
4. Set short-term goals to reach the long-term goal.
5. Carry out your short-term goals.
6. Check your progress and revise your short-term goals as needed.

As you experience the satisfaction of completing a personal goal, it reinforces the process and encourages you to set other goals. This cycle continues to allow even greater satisfaction and fulfillment built on each progressive success.

What criteria should you use to evaluate your goals?

When evaluating goals, use the questions below. If your answer to any of the questions below is "no," rewrite your goal to reflect the criteria in the questions.

Does this goal match my values?
Is this goal something I really want to do?
Can I achieve this goal with my resources?
Is this goal within my power to achieve?
Is this goal measurable? Can I observe my progress?
Can this goal be achieved one step at a time?
Will this goal facilitate my personal growth without causing harm to others?

RANKING LIFETIME GOALS

Directions: If you were asked to name your ten most important lifetime goals, what would they be? Listed below are examples of lifetime goals. They fall into three categories: interpersonal, which has to do with relationships with others; intrapersonal, which has to do with concerns about self; and material, which has to do with possessions. Choose which ten goals are most important to you and circle them. You may add to the list if needed.

Interpersonal

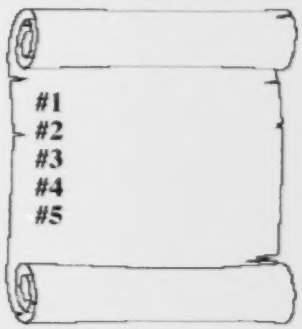
Be a good friend to others
Be with my friends
Be close to my family
Help my family
Do things with my family
Marry someone I love
Be happily married for a long time
Marry someone I know well
Have children
Spend time with my children
Be a good example for my children
Have leadership qualities
Do volunteer work
Do things for others in the community
Understand others better
Talk easily with others
Be a good listener
Remain single

Intrapersonal

Do things I like to do
Make the most of my appearance
Be well-liked by others for what I am
Respect myself
Feel free to be different from others
Be able to think on my own
Learn as much as I can
Get the best education I can
Do well in school
Work to improve my weaknesses
Develop my strengths and talents
Know myself better
Eat healthy foods
Be healthy all my life
Be more patient with myself and others
Accept things I cannot change
Be active in sports

Material

Have money to feel secure
Work to make money
Have enough money to buy what I want
Have a job I enjoy
Advance in my job
Be good at my job
Travel to foreign places
Travel in the United States
Meet people from other countries
Have a nice car
Have more than one vehicle
Own my own home
Have a nice place to live
Keep my home in good condition
Collect possessions–things that interest me
Have many possessions
Take care of my possessions
Have a lot of clothes
Wear fashionable clothes
Have comfortable clothes



Adapted from *West Virginia STEPS Curriculum*, Charleston, West Virginia: Department of Education, 1991.

THAT'S LIFE!
FACTORS AFFECTING GOALS

Directions: In small groups, choose one of the case studies below and list long-term and short-term goals for each person in the case study. Then draw the chance cards one at a time from a pile. For each card, determine how the factor depicted on the card will influence the individual's goals and the accomplishment of those goals. Following your discussion, share your case study, list of goals, and responses to the chance cards with the class.

Case Study #1–Lani
Lani is a junior in high school and has a part-time job at a fast food restaurant. After graduating from high school, she plans to attend the local community college, possibly majoring in business or marketing. Lani is planning to pay for her college education herself, and the community college will be less expensive and she can live at home. She also hopes to get some scholarship money since her grades are good. Her boyfriend is a senior who plans to attend college in another state. Lani enjoys being involved in activities at school, including the FHA/HERO chapter and the soccer team. She lives with her mother, who is a single parent, and her younger sister.

Case Study #2–Robert and Todd
Robert and Todd just finished high school and share an apartment in a large city. They have been friends since grade school. Robert has a job in sales for a copier company. Todd manages a convenience store. Both want to succeed in the business world and make higher salaries, but they realize that their present jobs may not help them achieve these goals. Their apartment is small and is located in a run-down building. They would like a bigger, more attractive place to live. Robert and Todd enjoy playing sports and spending time with other friends.

Case Study #3–Stephanie and Ron
Stephanie and Ron are married and are both in their early twenties. Stephanie is a police officer, and Ron works for a construction company. Ron attends college in the evenings and is working on a degree in engineering. They are saving money to buy their first home and would someday like to have children. They enjoy spending time together.

Case Study #4–David
David lives with his mother, who is recently divorced, and his 10-year-old brother, Kevin. As a sophomore in high school, David struggles to get average grades and doesn't particularly like being in school. He enjoys being with his friends, and his girlfriend, Shanay. He also enjoys playing basketball on the high school team. David's school counselor has told him that he must make a decision about school for next year. He has been accepted into the restaurant management program at a career center on the other side of the city, but his girlfriend will be staying at the high school and David is worried that he would not see her very often. David's mother would really like him to enroll in the program. She did not graduate from high school, and has constantly struggled to support her family. She wants David to set a good example for Kevin.

THAT'S LIFE! FACTORS AFFECTING GOALS continued

Chance Cards for Lani

1. Early in her senior year, Lani wins a soccer scholarship to an out-of-state school.
2. Lani gets pregnant.
3. Lani's grades begin to fall and her soccer coach threatens to kick her off the team.
4. The fast food restaurant where Lani works goes out of business.
5. Lani's mother gets a job promotion, requiring a transfer to another city.
6. Lani's younger sister becomes critically ill, and Lani must quit her part-time job to help her mother care for her sister.
7. Lani's mother loses her job and needs Lani's help to pay the bills.
8. Lani's boyfriend wants her to attend the same college that he is attending. He threatens to break up with her unless she agrees.

Chance Cards for Robert and Todd

1. Robert plans to get married to his girlfriend in six months.
2. Todd finds a better job in another city.
3. Todd's younger brother wants to move in with them, but he doesn't have a job and can't contribute to the rent.
4. Robert decides to go to college.
5. The apartment building where Robert and Todd live burns down. They had no insurance on their belongings.
6. Todd and Robert begin to have trouble getting along.
7. Robert's father dies, and his mother insists that Robert move back home.
8. Robert gets a bonus check for $5,000.

Chance Cards for Stephanie and Ron

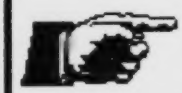
1. Ron is injured on the job and would like to quit his job with the construction company.
2. Stephanie gets pregnant.
3. Ron wins a scholarship, but may keep it only if he can attend school full-time.
4. The city government cuts back the police force, and Stephanie is laid off.
5. Stephanie's father, unemployed and an alcoholic, would like to move in with them.
6. Ron gets a promotion at the construction company, requiring more overtime hours.
7. Stephanie's work schedule is changed from day to night hours. She and Ron rarely see each other.
8. Stephanie and Ron find a house they want to buy, but the house payments would stretch the budget, leaving no money for Ron's college tuition.

Chance cards for David

1. David is suspended from school for poor attendance.
2. Shanay falls in love with another guy.
3. David's basketball coach suggests that he may be good enough to get a college scholarship.
4. David's father wants David to come and live with him in another city.
5. David catches his younger brother taking drugs.
6. The family's rent is nearly doubled, and David's mother asks him to get a job to help with expenses.
7. David's grades improve, and he is accepted into a program that will help him earn college credits as a high school student.
8. David's mother wins $10,000 in the lottery.

RESOURCE LOTTO

Make the Materials: 1 game board per player--sample shown on next page. Make 72 small cards the same size as the individual space on the gameboard. Each small card will contain only one item from the categories listed below. Resources in each category have been provided, but other resources can be substituted to make the 72 cards.



Play the Game: Each player is given one game board. Small cards are shuffled and placed face down in the center of the playing surface. Each player draws one card during his or her turn. Each may choose either the top card of the face-down cards or the top card from the discard pile. The discard pile is started when a player has a category filled on his game board. The player places the card that he or she cannot use in the discard pile, and play proceeds to the next player. The next player may choose from the drawing stack or the discard pile. The play proceeds around the playing surface, with each player drawing only one card during each turn. The winner is the first person who fills all the spaces on the card correctly.

Resource Examples for Game Cards:

Material Resources: Tennis racket, house, sewing machine, automobile, sofa, camera, motorcycle or bicycle, refrigerator, football, clothing, luggage, tape recorder, shoes, chair, stereo, lamp, golf clubs, books, coat

Financial Resources: Paycheck, allowance, check for birthday, interest on savings, dividends, welfare check, Christmas club, cash loan, social security payment, pension payment, refund for returned merchandise, lottery insurance, babysitting earnings, lawn job earnings, cash gift for good grades, mature savings bond, traveler's check

Human Resources: energy, knowledge, singing ability, piano playing ability, sewing skill, thinking skills, ability to play basketball, gardening ability, reading ability, painting skill, driving a car, swimming ability, tennis ability, gun marksmanship, writing ability, hair styling ability, job skills

Community Resources: library, fire department, police department, bookmobile, Young Men's Christian Association, supermarket, schools, public swimming pool, bus system, shopping center, public park, public boat dock, amusement park, Red Cross, shoe repair shop, restaurant, Girl Scouts or Boy Scouts, dry cleaner

RESOURCE LOTTO

Material Resources:		
Financial Resources:		
Human Resources:		
Community Resources:		

Source: *West Virginia STEPS Curriculum*. Charleston, West Virginia: Department of Education, 1991.

DEFINING THE MANAGEMENT PROCESS

Management is using what you have to get what you want. Once you have established your goals, you can use management to decide the steps that you will use to reach the goal. Management is being organized so things go well and your goals are achieved. It is planning ahead. Individuals who manage well accomplish more with greater ease. They use their resources wisely. The management process involves several basic steps.

Step 1: Planning for Action

Using your goal, decide what steps you will need to do to achieve that goal. Set some standards for your task to guide your actions. Check your resources to see what you have and what you need to achieve your goal.

Step 2: Getting Organized

Sequence the steps you will use to complete your goal in a logical order. Use schedules, a calendar, and progress charts to set deadlines for completing each task. Organize the resources you will need.

Step 3: Implementing the Plan

Put your plan into action. Follow your schedule. Use your resources. Use self-control to make sure you stay on track. If necessary, modify your plan when unforeseen circumstances come up. Adjust your plan as needed.

Step 4: Evaluating the Plan

Decide whether or not you reached your goal. Explain whether or not you were satisfied with the results. Examine your feelings about the process. Think about what you would do differently if faced with the same situation again.

MY MANAGEMENT IMAGE

Directions: Mark an "x" on the line between the two words or phrases to show how you see yourself.

Example: If you are very organized, place your "x" at the left of the mark nearest "organized." If you are very unorganized, place an "x" at the right of the mark nearest "unorganized." Your x may be anywhere on the line in between. Connect the "x's" to see your management profile.

Organized	|____|____|____|____|	Unorganized
Goal-directed	|____|____|____|____|	Lacking Goals
Efficient	|____|____|____|____|	Inefficient
Good Planner	|____|____|____|____|	Poor Planner
Capable	|____|____|____|____|	Incapable
Energetic	|____|____|____|____|	Lazy
Get Things Done	|____|____|____|____|	Don't Finish Things
Motivated	|____|____|____|____|	Apathetic
Set Realistic Goals	|____|____|____|____|	Dreamer
Make Realistic Plans	|____|____|____|____|	Make Unrealistic Plans
Stick With Job	|____|____|____|____|	Give Up on Job
In Control of Things	|____|____|____|____|	Helpless
Know How to Do Things	|____|____|____|____|	Helpless About Things

Circle the things about your management image that you would like to change. On the back of this paper, write some ways in which you might change these things.

Source: *West Virginia STEPS Curriculum*, Charleston, West Virginia: Department of Education, 1991.

MANAGING TO ACHIEVE GOALS

Directions: Complete the information below as you make a plan to achieve your goals.

My long-term goal is:

The short-term goals necessary to achieve the long-term goal are:

Resources I will need to help me achieve this goal are:

Some barriers I might experience with regard to achieving this goal are:

I can address these barriers by:

Below is my management plan for achieving this goal.

Action to be taken:	Date for completion:

When I achieve this goal, I will. . .

Resource Management

Making Consumer Choices

Module Overview

Practical Problem: What should I do regarding making informed consumer choices?

Competency 2.0.2: Make informed consumer choices for the well-being of self and others

Competency Builders:
- 2.0.2.1 Identify factors affecting consumer decisions
- 2.0.2.2 Evaluate sources of consumer information
- 2.0.2.3 Apply consumer information in making decisions
- 2.0.2.4 Identify strategies for comparison shopping
- 2.0.2.5 Identify relationship between consumer rights and consumer responsibilities

Supporting Concepts:
1. Factors affecting consumer decisions
2. Sources of consumer information
3. Planned buying process
4. Comparison shopping strategies
5. Relationship between consumer rights and responsibilities

Teacher Background Information

Rationale

Teenagers are billion-dollar consumers and, thus, are an important part of the economy. Although the number of teenagers declined 12 percent between 1980 and 1986, the amount of money they spent increased. It is estimated that in 1989 teenagers spent 40 to 45 billion dollars on themselves, and made decisions about how 30 to 35 billion dollars of their family income was spent, such as on family groceries and equipment. "As household composition has changed, roles and expectations have also changed," with many teenagers assuming some family spending responsibilities (Killen, 1990, p. 29). Teenagers also have a tremendous amount of influence on other family purchases, such as videocassette recorders, televisions, computers, boats, and even houses (Turner, 1988). Their choices affect not only the economy but also the environment and the well-being of family members. For these reasons it is important for teenagers to have the ability to make informed consumer choices.

Teenage consumers, their families, society, and businesses benefit from informed teen consumers. Informed teen consumers and their families benefit when they function more effectively in the marketplace; use scarce resources carefully (such as by saving money); have self-confidence and independence; develop solid values, such as self-awareness, responsibility, frugality, prudence, and purposefulness; and improve their quality of life. Informed consumers feel more in control of their own economic destiny and gain pleasure from ferreting out bargains, avoiding costly missteps, and standing up for their rights (Knapp, 1991).

Society benefits from even small cumulative improvements in individual consumers, thus improving "gross national satisfaction" and decreasing "negative economic effects of inefficient and undedicated consumption" (Knapp, 1991, p. 27). Informed citizens are better able to make their voices heard in

public policy debates, use the marketplace to satisfy their needs, and feel more satisfied with the present economic system.

Businesses benefit from having informed consumers because informed consumers become satisfied repeat customers who provide free publicity to the business by telling their friends and acquaintances about the business. Since informed consumers make good product evaluations before buying, they have more realistic expectations of products and fewer complaints and problems.

Every consumer product purchased satisfies a set of human emotional needs that may be more important to purchasers than the functional needs that the product serves. Raising students' consciousness about their emotional vulnerability can help them have more control over their own resources and their family's.

Background

Consumers have both rights and responsibilities. A right is an entitlement to something or to being treated in some particular way. Even though Americans have numerous consumer rights, we have a tendency to be unaware of them and then not to exercise them. We have both moral and legal rights. In order to have rights, one must take on certain responsibilities.

Moral rights deal with individual behavior and infringement upon others. General moral rights are those outlined in President Kennedy's Consumer Bill of Rights and in Consumer Rights for All Americans: the right to safety, the right to be informed, the right to choose, and the right to be heard.

Our legal rights have resulted from laws that regulate potentially controversial behaviors. Legal consumer rights are protected by acts and bills passed by Congress, such as the Fair Credit Reporting Act, the Magnuson-Moss Warranty Act, and the Fair Credit Billing Act (Garman, 1991).

Along with the rights of consumers come responsibilities. The first responsibility of consumers is to assert (but not abuse) their consumer rights. Although laws exist to protect consumers from frauds, deceptions, and misrepresentations, no laws require merchants to offer refunds, exchanges, or credits on merchandise they sell. Before making purchases, shoppers should inquire about the seller's return policy. The only way to remedy seller wrongs is for consumers to personally take actions to resolve such matters. Consumers must tactfully and diplomatically complain, but if complaining does not work they should tell the Better Business Bureau and others about their experiences, and then consider seeking legal redress.

Helping adolescents understand the conscious and unconscious influences on their consumer choices and the choices of others can help them have greater control over their lives and understand others' actions. Adolescent consumer decisions are affected by many factors, including

- Values and goals: personal lifestyle, customs, and the dollars that one is willing to spend to meet needs
- Human needs: physiological, safety or security, love and belonging, self-esteem, and self-actualization
- Peers: friends and peer groups

- Advice of experts: informed judgments of others and product-rating magazines
- Consumer information sources: magazines, media, and government agencies
- Advertising: television; magazines; billboards; and clothing items, such as message T-shirts
- Marketplace influences: store decor, packaging and labeling, product availability, trade name, reputation of seller, and presence of sales personnel
- Product characteristics that affect quality: cost, function, ease of care, durability, fashion, and warranty availability

To effectively make consumer decisions, adolescents rely on a wide variety of consumer information, the quality of which varies with the source. Each piece of consumer information should be judged to determine if it is reliable. The following characteristics help one identify reliable sources of information:

1. The facts and figures used are current.
2. The accuracy of information is easily verifiable.
3. Additional references are provided.
4. The author's credentials are presented.
5. The methodology used in achieving results is clearly stated.
6. The assumptions made in reaching conclusions are presented.
7. Bias for a product, organization, or social cause is omitted or clearly stated.
8. If bias exists, the information may still be useful for meeting objectives.
9. Alternative views are presented: arguments for and against differing viewpoints are provided.
10. The information is free of product promotion via words, brand names, artwork, or symbols.
11. The information is honest and objective, without exaggeration or omission.
12. The information is free of sexist and/or discriminatory language. (Bowers, Jackson, & McKinney, 1986).

Consumer decisions and buying result from habit, impulse, conspicuous consumption, rules of thumb, or rational planning. The consequences of these alternative decision-making processes vary in their benefits. Though no buying strategy is inherently wrong, some strategies may result in harmful or negative consequences.

Impulse buying is unplanned, spur-of-the-moment buying of unnecessary products and services. Usually the consumer is already in the seller's place of business, sees something he or she likes, and just buys it.

Habit buying is a constant, almost unconscious inclination to perform an act, acquired through its frequent repetition. If done so blindly, habits keep consumers from comparing and considering other alternatives.

Conspicuous consumption is a person's desire to consume goods and services more for their ability to impress others and demonstrate social status than for their intrinsic value. Conspicuous consumption is fed by emulation and advertising as consumers want to replace old goods before they wear out and buy new things, whether they are needed or not.

Using **rules of thumb** is the process of substituting general guidelines for researched information. In this process, closely related to habit buying, consumers habitually substitute the "rules of thumb" in new situations or contexts rather than seeking information on which to base decisions. For example, the rule that a larger size is usually less expensive is used rather than comparing unit pricing. Another rule of thumb--buying a known brand--could prevent a consumer from considering other brands that would offer better quality or value.

Consumers use rules of thumb to be more efficient and to avoid information overload. However, evidence indicates that many rules of thumb may be unreliable guides to good consumer choices (Cude, 1991). For example, research found wide variations in quality for brand-name products, and poor price-quality correlations--even higher prices associated with lower quality. Although product quality was found to improve with big jumps up the product line, consumers who purchase top-of-the-line models may pay for features they do not want or need (Cude, 1991).

Planned buying is a rational decision-making process of buying goods and services in which one analytically determines which alternative is a priority by examining the marginal costs and marginal benefits involved. Planned buying most often occurs with goods whose characteristics include a high purchase cost, high operation and maintenance costs, and technological complexity.

The basic decision-making model for planned buying comprises these steps:

1. Define the problem.
2. Identify your values and goals.
3. Identify the possible alternatives.
4. Compare the benefits and costs (this is really comparison shopping).
5. Negotiate–the process of conferring with a seller in order to come to terms and reach an agreement.
6. Select the best alternative.
7. Accept and evaluate your action from various perspectives.

Comparison shopping is one rational decision-making strategy for obtaining the products or services that best meet needs, values, and goals. Comparison shopping is the process of collecting and comparing information on alternative products and services to find the best buy. Information collected includes library and field data on price, brand, warranty, financing, and other services offered by retailers. Since habit buying and using rules of thumb do not consider alternatives, and since impulse buying is unplanned, these methods of buying do not involve comparison shopping.

To effectively comparison shop, the shopper begins by selecting criteria to judge alternative choices of the product or service and decides which criteria are more important than others in satisfying both physical and psychological needs. By making a list of all the criteria chosen on the left side of a piece of paper and listing the alternatives across the top, one can create a matrix, filling in information about how each alternative meets each criteria. This is one way to visually compare and facilitate making the best consumer decision. Comparisons can be made of alternative brands, stores, sources of services, or prices at different seasons of the year (Garman, 1991). Brands will vary in quality and price:

1. Manufacturers' brands or brand-name products are goods or services that have a trademark or distinctive name resulting from heavy advertising. Since these manufacturers are interested in maintaining their reputation, product quality and service are usually consistently high. The label

"Made by..." usually marks these products or services.

2. Store brands or private brands are usually manufactured by someone other than the seller, but are made to the seller's specifications. The label usually reads "Made for..." or "Distributed by...". Store brands usually provide good quality at a reasonable cost because the seller is well known but advertising costs are lower than manufacturers' brands.
3. Generic brands or no-frills brands are usually lower-quality products sold at substantially lower prices with no brand name or label. Lower prices result from less expensive ingredients, simpler packaging, limited sizes, and lower advertising costs.

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Learning Activities

1. Factors affecting consumer decisions

a. Organize consumer-decision stations around the classroom, each featuring a different consumer product, such as those listed below. Each station should contain several brands of the product, product labels or tags, product packaging, pricing information, and sample advertisements.

(1) Snack item
(2) Athletic shoes
(3) Personal-care product
(4) Small grooming appliance
(5) Tape or compact disc player
(6) Bluejeans

b. Visit each consumer-decision station established above and decide which item you would purchase. Keep a record of the decision you make at each station. As a class, share your decisions and take a poll as to how many students would purchase each product at each station. Then make a list of factors that affected each decision, such as the factors listed below. Create a chart illustrating ways in which each factor can be a negative and/or positive influence on consumer decisions.

(1) Personal factors, such as needs, wants, values, goals, and resources
(2) Product qualities, such as cost, durability, ease of use, ease of cleaning, special features, and warranties
(3) Peer influence
(4) Advertising
(5) Family influence
(6) Product labels and packaging
(7) Consumer information sources
(8) Marketplace influences, such as store decor, reputation of seller, presence of sales personnel, and product availability

Discussion Questions
- *How did you go about deciding which product you would choose at each station?*
- *Have you ever purchased these products before?*
- *Which of these factors have the most influence on your consumer buying decisions? The least influence? Why?*
- *Which of the factors are most likely to influence your purchase of each type of product featured in the consumer-decision stations?*
- *Which of these factors is most important to consider when selecting a product or service as a consumer? Why?*

c. Review the definition of *wants* and of *needs*, and complete **Wants and Needs (p. 124)**. Identify whether the products at each of the consumer-decision stations would fulfill a need or a want. Explain your decision.

Discussion Questions
- *What is the difference between a need and a want?*
- *How can something be a need in one situation and a want in another situation?*
- *How do needs and wants influence your consumer choices?*

d. **Action Project:** Keep a record of purchases you make for a one-week period. Make a poster describing the purchases using sketches, magazine pictures, and such. Write a description of why you purchased these items and the factors that affected your decisions.

2. Sources of consumer information

a. In small groups, choose one of the consumer-decision stations developed in Activity 1a, and make a list of sources of information about the product featured in that station. Compare your list with **Get the Facts! Sources of Consumer Information (p. 125).** Create a display of several of these sources of information and evaluate each source according to the questions regarding criteria for reliability listed below. Decide which source would be more appropriate for making a decision about the product featured in your consumer-decision station.

(1) Is the author or source of information reputable? Believable? Why or why not?
(2) What are the credentials of the author or source of information?
(3) Where and when was this information published?
(4) Does the author or source of information have anything to gain by promoting this information?
(5) Is the information presented in a logical way and supported by reputable and extensive research?
(6) Does more than one reputable source support the same information?
(7) Does the information go against known facts or guidelines?
(8) Would you use this as a source of reliable information? Why or why not?

Discussion Questions
- *What types of information do you need to make responsible consumer decisions about these products?*
- *How can the information from these sources be used to make decisions for yourself? Your family?*
- *What questions do you have after reviewing these sources of information?*
- *What types of information are you most likely to use when making consumer decisions? Why?*

b. Bring in examples of various consumer products and make a display of product labels, including those on display in the consumer-decision stations. Using resources such as classroom textbooks and audiovisual materials, identify information required on various types of product labels, such as food labels, clothing labels, or appliance labels. Explain how these labels can be a source of information for purchasing decisions.

Discussion Questions
- *What happens when consumers buy products but ignore label information?*
- *What label information are you most likely to use as a consumer? Why?*

- *Under what circumstances are consumers most likely to ignore label information?*

c. In small groups, choose one of the consumer-decision stations and collect sample advertisements for that particular group of products. Evaluate these advertisements as a source of consumer information by completing **Evaluating Advertising (p. 126).**

Discussion Questions
- *Would you consider advertising as a reliable source of consumer information? Why or why not?*
- *How can consumers use advertising when making buying decisions?*
- *How much do you think advertising influences consumers your age? Adult consumers? Young children?*

3. Planned buying process

a. Review **Ways That People Make Consumer Decisions (p. 127).** Identify the values and goals represented in each of the decision-making strategies. In small groups, choose one of the strategies and list the advantages and disadvantages of using the strategy to make consumer decisions. Share your list with the class.

Discussion Questions
- *What are your goals and values with regard to consumer buying?*
- *Which one of these strategies are you most likely to use? Why?*
- *What should you consider when deciding which strategy to use?*

b. Review **The RESPA System: How to Get the Most for Your Money and Avoid Future Problems (p. 128)**. Explain whether or not you should use this system when purchasing the consumer products at the various consumer-decision stations in the classroom.

c. In small groups, choose a consumer-decision station in the classroom and decide which product at the station would be the best buy. Justify your decision. Present your decision and justification to the class.

Discussion Questions
- *What consumer decision-making strategy did you use?*
- *What criteria did you use in making your decision?*
- *What information did you consider in your decision?*
- *How did your decision compare with the decision you made in Activity 1a?*

d. **FHA/HERO:** Participate in a Regional Rally Skill Event related to making decisions as a consumer.

e. **Action Project:** Keep a record of purchases you make for a one-week period. Make a poster describing the purchases by using sketches, magazine pictures,

and similar items. Write a description of the process you used in deciding which items to purchase, the factors that affected your decisions, and the consequences of your choices.

4. Comparison-shopping strategies

a. Using resources, define *comparison shopping* and identify factors used to compare products, such as those factors listed below. Explain the advantages and disadvantages of comparison shopping.

(1) Stores
(2) Prices at different seasons of the year
(3) Alternative brands
(4) Product quality

Discussion Questions
- *For what kinds of consumer decisions is it important to comparison shop?*
- *What resources are required for comparison shopping?*
- *What situations make it difficult to comparison shop?*

b. **FHA/HERO:** Organize a class field trip to practice comparison shopping skills. In small groups, choose one of the items below and compare several brands of that item at one or more stores. Decide on the specific item you would buy, and present your findings to the class.

(1) Jeans
(2) Portable tape player
(3) Athletic shoes
(4) Sports equipment

c. **Action Project:** Comparison shop for an item that you are interested in buying. Compare prices and quality at several stores, research information from several sources, and consider factors that would affect your decision. Make a report of your findings.

5. Relationship between consumer rights and responsibilities

a. Using classroom resources such as textbooks and audiovisual materials, make a chart illustrating consumer rights and responsibilities. Complete **Being Responsible For My Rights (p. 129).** Explain how each consumer right relates to your responsibilities as a consumer.

Discussion Questions
- *Why is it important to be aware of your rights as a consumer? Your responsibilities?*
- *What does each of these rights mean to you as a consumer?*

- *Which of these rights are moral rights--those that deal with individual ethical behavior and infringements on others?*
- *Which of these rights are legal--those protected by acts and bills passed by government?*

b. Complete **You Have a Right! (p. 130).**

c. In small groups, write three case studies about purchasing problems faced by teens. Write the case studies on index cards and cut the cards apart into puzzle pieces. Mix all the pieces up, draw a piece, find other class members who have pieces of your puzzle, and form a small group. After reviewing **Steps to Effective Consumer Action (p. 131)**, read the case study and decide what is best to do in that situation. Share your decision with the class.

d. Review **Express Yourself: Writing a Letter of Complaint (p. 132).** Practice writing letters of complaint for the situation you resolved above.

e. **FHA/HERO:** Select and complete one of the projects below from the national FHA/HERO program Financial Fitness.

(1) Write a fact sheet about a product popular with teens and distribute it in your school.
(2) Create a display of clothing items for special events showing cost comparisons.
(3) Prepare a display showing different prices that stores charge for the same products.

f. **Action Project:** Develop a file for use in your home that organizes information about the various products and appliances you own. This information might include receipts of purchase, warranties, and use and care booklets. Suggest ways in which you could encourage family members to use the file.

Assessment

Paper and Pencil

1. Without the aid of references, identify at least six factors affecting consumer decisions.
2. Given sources of consumer information, evaluate each source using reliability criteria given in class.
3. Given case studies, apply appropriate and adequate consumer information in making decisions.
4. Without the aid of references, identify at least three strategies for comparison shopping.
5. Without the aid of references, write a paragraph explaining the relationship between each consumer right and the corresponding consumer responsibilities.

Classroom Experiences

1. Make a list of factors that affect consumer decisions. Create a chart illustrating ways in which each factor can be a negative or positive influence on consumer decisions.

2. In small groups, make a list of sources of information that you could use to learn more before purchasing a given product. Create a display of several of these sources of information and evaluate each source according to criteria for reliability given in class.

3. In small groups, choose a consumer product and decide which brand of the product would be the best buy. Justify your decision. Present your decision and justification to the class.

4. In small groups, read a consumer problem and decide what is best to do in that situation. Share your decision with the class.

5. Write a letter of complaint for a consumer problem.

Application to Real-life Settings

1. Keep a record of purchases that you make for a one-week period. Make a poster describing the purchases by using sketches, magazine pictures, and similar items. Write a description of why you purchased these items and the factors that affected your decisions.

2. Comparison shop for an item that you are interested in buying. Compare prices and quality at several stores, research information from several sources, and consider factors that would affect your decision. Make a report of your findings.

3. Develop a file for use in your home that organizes information about the various products and appliances you own. Suggest ways in which you could encourage family members to use the file.

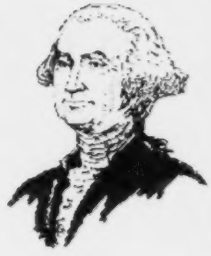
WANTS AND NEEDS

You are on a small island in the middle of an ocean. What are things you will need to survive? What are things that would be nice to have (wants)?

Needs	Wants
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Imagine that it is over 200 years ago. List your needs and wants.

Needs	Wants
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



What are your needs and wants today?

Needs	Wants
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

GET THE FACTS!
SOURCES OF CONSUMER INFORMATION

Information about consumer products can be found in many places. The quality of the information may vary from helpful to misleading, depending on the source. Before you buy, make sure your information is adequate and reliable. You are the judge! Consumer information sources include the following:

Advice From Others

- Friends
- Family
- Experts
- Salespeople

Consumer-Oriented Publications

- Newspaper articles
- Magazines
- Consumer-testing magazines *(Consumer Reports* and *Consumer Research)*

Media Sources

- Television programs
- Videotapes
- Radio programs

Point-of-Purchase Sources

- Labels
- Packages
- Displays

Government or Community Agencies

- Consumer Information Catalog
- U.S. Office of Consumer Affairs
- Better Business Bureau

Advertising

- Print ads
- Television ads
- Radio ads

Which of these sources would be most objective in the approach to consumer information? Why?

EVALUATING ADVERTISING

Directions: The goal of advertising is to get you, the consumer, to buy a product by making you think that you will somehow be a better person, have a better life, or have more friends if you buy and use the product. Advertisements can sometimes be misleading sources of information. Using examples of advertisements, complete the items below for each advertisement and decide how effective each ad is as a source of information.

1. The message of this ad is that if you use the product, you will (check all that apply)

_____Have more sex appeal
_____Be a better athlete
_____Be more physically fit
_____Be healthier
_____Impress your friends
_____Have more fun
_____Other_____

_____Be popular
_____Improve your looks
_____ Have a better self-image
_____Feel happier
_____Enjoy the product

2. In getting the above message(s) across, the ad was (circle one):

Very effective
Somewhat effective
Not really effective

Why or why not?

3. The ad stresses characteristics of the product that are

_____Major
_____Minor

4. The ad includes these negative features:

_____Makes false claims
_____Arouses unpleasant feelings
_____Overplays a fear
_____Presents exaggerated or misleading claims

5. The ad does has these positive features:

_____Points out the special qualities of a product
_____Emphasizes changes made in a product
_____Points out a unique packaging advantage or design
_____Strives to create a friendly feeling toward the industry
_____Provides information on which you can base a decision

6. The ad describes the product as to

_____Content
_____Other uses
_____Other_____
_____Cost
_____Varieties available

7. The ad gives

_____Factual information
_____Nonfactual information
_____Misleading information
_____No information at all

WAYS THAT PEOPLE MAKE CONSUMER DECISIONS

Izzy Impulse

- Buys unplanned purchases on the spur of the moment
- Makes decisions in the store--sees it, buys it
- May overspend by using credit

Harry Habit

- Buys same products repeatedly
- Unconsciously chooses things purchased before
- Is unlikely to consider or compare favorite products with other choices

Rule-of-Thumb Ralph

- Uses a rule-of-thumb (a generally believed guideline) instead of seeking accurate information
- Usually buys the same brand over and over
- Uses rules-of-thumb, such as
  -A known brand is best
  -Price means quality
  -The top of the line is the best buy
  -Sale prices are the lowest
  -Larger sizes are better buys

Cathy Conspicuous

- Buys things to impress others
- Hopes to improve social status through purchases
- Is encouraged by advertising to purchase new items, whether they are needed or not

Planning Paula

- Decides on the best buy after looking at the costs and benefits of several choices
- Defines values, goals, resources, and standards related to purchase
- Seeks accurate and adequate information
- Plans carefully, especially when item is expensive or will be used for a long time

THE RESPA SYSTEM
How to Get the Most for Your Money and Avoid Future Problems

R(RESEARCH) – Find out all you can about a product before shopping.

- Check with your local library for magazines and other sources of consumer information.
- Talk to friends and experts who might have useful information.
- Use information from sources that are unbiased - that are not out to sell you the product.

E(EVALUATE) – Define exactly what you want to buy, how it will be used, what features you need and want, and how much you are willing to spend.

- Analyze what you need and what features are important to you.
- Ask how you will use the product and how long you expect to keep it.
- Read ads and sales literature on the product - remember that such literature is biased to make you want to own the product.

S(SHOP) – Go to various stores and decide where to buy.

- Determine where you can buy the product - local stores, mail order, secondhand, specialty stores, discount or department stores.
- Compare stores and other places where you can buy the product.
- As you shop, ask questions based on what you learned from the research. Don't let the salesperson do all the talking - be skeptical.
- If the product comes with an owner's manual, ask to see one before buying.
- Compare brands. Remember that higher price does not guarantee higher quality.
- Look for the best price on the model you want - use a telephone if possible. Consider ordering by mail from a respected company.
- Try to use the product in the store if possible. Inspect it carefully for quality construction.

P(PURCHASE) – Consider how to buy the product.

- Can you bargain with the seller for a lower price?
- Determine if you wish to pay with cash, check, or charge card.
- Read the terms of contracts carefully!
- Understand completely the guarantee or warranty that comes with the product before you pay.
- Check return and exchange policies of the store before you buy.

A(ASSERT YOUR RIGHTS AFTER PURCHASE)

- Read the instruction book. Follow the use and care instructions for the product.
- Keep a record of your purchase, including the serial number and date of purchase.
- Use the registration card if supplied by the manufacturer.
- If you have complaints or problems, contact the place of purchase or the manufacturer immediately. Many companies have toll free numbers to handle customer problems. Toll-free numbers can be obtained by calling 800/555-1212.
- Keep a record of your efforts to have your problems remedied. This record should include the name of people you speak to, the time, date, and other relevant information.
- Clearly state your problem and the solution you want.
- Include all the relevant details, along with proof of purchase.
- Briefly describe what you have done to resolve the problem.
- Allow each person you contact a reasonable period of time to resolve your problem before you contact another source of assistance.

Adapted from *Colorado Core Curriculum: Life Management.* Denver: Colorado Community College & Occupational Education System and Colorado State University, 1991.

BEING RESPONSIBLE FOR MY RIGHTS

Certain responsibilities go along with consumer rights. These responsibilities cannot be imposed on anyone. Using your consumer rights and assuming your consumer responsibilities will allow you to promote your own economic well-being. Under each consumer right listed below are questions related to your responsibilities regarding that right. Think about your behavior as a consumer and answer each question by placing a check in the appropriate column.

	YES	NO
The Right to be Informed		
Do you get enough information before making purchases?		
Do you check your information to make sure it is reliable?		
Do you use the information to compare products before purchasing?		
The Right to Choose		
Do you consider your personal needs and wants as well as several choices before making a purchase?		
Do you avoid impulse purchases?		
Do you deal with reputable sellers?		
Do you refrain from unethical consumer practices (shoplifting; purchasing items to use once, knowing that you will return them for a refund; and so on)?		
Do you avoid products that are harmful to the environment?		
The Right to Safety and Legal Protection		
Do you read and follow the use and care instructions on products you have purchased?		
Do you research any physical risks associated with the product before purchasing it?		
Do you use products in a way that respects your personal safety and the safety of others?		
The Right to Express Dissatisfaction and Be Heard		
Do you communicate your dissatisfaction with a product in an honest and fair manner to the appropriate businesses and organizations?		
Do you work individually or with others to resolve issues common to many consumers?		

YOU HAVE A RIGHT!

Directions: Read the situations below and determine the consumer right that is related to that situation. Then decide whether the right is being respected or violated.

1. Before my family bought a new VCR, I went to the library and looked in consumer magazines to see which brands offered the best quality for the price. We also talked to our friends who had VCRs to see which brands they had and whether or not they were satisfied with them.

2. I bought a curling iron and forgot to save the sales receipt. When I tried to use the curling iron, it wouldn't heat up. Since the store where I bought it wouldn't take a return without a receipt, I just threw the curling iron away.

3. I went shopping with my mother to buy a toy for my baby cousin. As we looked at each toy, we read the age for which the toy was recommended on the box. My mother checked each toy for loose parts that could be swallowed by small children.

4. My brother purchased a compact disk player. When he started using it, it appeared to be defective. The store manager said that it was under warranty, but that my brother would have to contact the manufacturer. Several letters written to the manufacturer have produced no results.

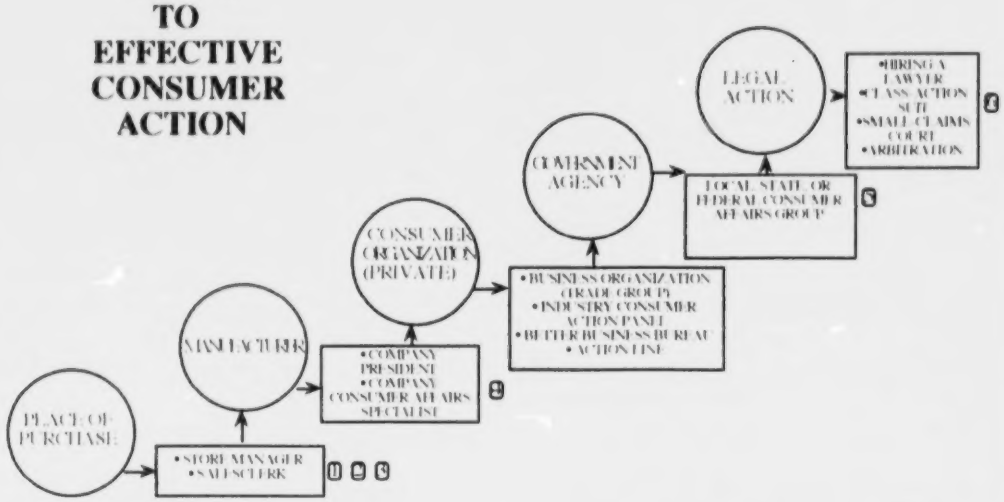
5. Our family got a postcard in the mail that said we had won a free vacation to a place in Georgia. All we had to do was show up on a certain weekend and hear about buying a condominium. My father called the Better Business Bureau to ask about the reputation of the company.

6. My sister purchased a crib for her new baby. When she set the crib up, she noticed that the slats seemed too far apart and looked as if the baby could get his head stuck between them. There was no warning or safety label on the box.

7. When I bought new clothes for school, I made a list of all the items I needed. I watched the newspaper ads for sales and shopped at several different stores to get the best prices.

8. My uncle gave me a watch for my birthday. When it stopped working just one month later, I asked my uncle where he had purchased the watch. We went back to the store, and the store manager said they would fix it.

STEPS TO EFFECTIVE CONSUMER ACTION



1. Get the facts. Obtain all pertinent information: the dated sales receipt; a description of the merchandise, including the model number; instructions on use (which you've read and followed); the warranty or service contract (reread carefully to make sure that you've upheld your end of the deal as a consumer).

2. Visit the place where the product was purchased, or telephone or write to them if you cannot visit. Present the problem calmly and clearly with your proof. State what you think should be done about the problem.

3. If the problem cannot be solved locally, contact the manufacturer. If the product does not have the manufacturer's address, look in a consumer complaint guide at your local library for the address or a complaint "hot line." Many companies have an office of consumer affairs, and your letter will be answered more quickly through this office.

4. Contact the local Better Business Bureau (BBB) or a government agency that handles consumer issues for guidance and assistance in settling your complaint.

5. Use legal action as a last resort.

6. Don't give up! After all, you not only have the right to be heard but you also have a responsibility to your fellow consumer to help prevent problems for them.

Adapted from B.L. Dixon, *Managing Economic Resources, Life Management Skills Curriculum*. Pensacola, FL: The University of West Florida, 1984.

EXPRESS YOURSELF: WRITING A LETTER OF COMPLAINT

When you purchase a product that does not meet your expectations, you have the right to express your dissatisfaction. When you need to write to the manufacturer of a product, here are some suggestions to follow.

1. Explain the problem clearly and concisely.
2. Tell when and where you bought the item or arranged for the service.
3. Explain how the purchase is defective.
4. List the steps you have already taken to solve the problem.
5. Give as much specific information as possible, including the style number, catalog number, and order number.
6. State what you believe should be done about your claim.
7. Keep a copy of your letter of complaint.
8. If you write a second letter, include a copy of the first.

LETTER FORMAT

January 1, 2000

XYZ Company
Any Street
Any Town, State 00000

Dear Sir or Madam:

I am writing about a problem with your product. I purchased this product at _____ on _____. This product was advertised to do _____. Although I followed the directions, it is not doing_____. I have already contacted the store where I purchased it, but they say they cannot do anything about the problem. Please send me a refund for _____.

Thank you for your consideration. I look forward to your response.

Yours truly,

Name and address

Resource Management

Creating a Living Environment

Module Overview

Practical Problem: What should I do regarding creating a living environment?

Competency 2.0.3: Create a living environment that supports the well-being of individuals and families

Competency Builders:

- 2.0.3.1 Assess relationship between housing needs and individual or family development
- 2.0.3.2 Identify strategies to help assure a safe neighborhood and living environment
- 2.0.3.3 Analyze effect of shared living space on family relationships
- 2.0.3.4 Describe space needs for family members
- 2.0.3.5 Evaluate ways to share living space in family and in community
- 2.0.3.6 Use furnishings and accessories to decorate personal or family space

Supporting Concepts:

1. Housing needs and individual or family development
2. Shared living space
3. Design of personal and family space
4. Safe living environments

Teacher Background Information

Rationale

The home is a place to grow, develop, and satisfy basic needs. Housing meets physical, safety, functional, and social needs of family members, and consequently, the home environment influences the family's physical, psychological, social, and economic well-being. How satisfied families feel with their lives is influenced by the availability of personal, private, and family space to relax, interact with friends and family members, enjoy hobbies and leisure activities, and renew oneself. The home environment helps develop a sense of security and belonging, greatly influences family members' mental and emotional health, and provides intellectual stimulation for all family members. Functional needs are met through space for storage and daily living activities, such as sleeping, eating, working, and socializing.

Furthermore, individual and family development is enhanced through individual time alone, social interaction, and learning opportunities in the home. Children's development in particular is influenced by the physical care, learning opportunities, and social experiences in the home. Opportunities for social growth are enhanced for adults as well as children in the home.

Background

Housing needs change as individuals progress through the family life cycle. Clark and Mireley (1991) describe ten stages of the family life cycle that affect family members' housing needs:

- Single person
- Unrelated adults
- Couple
- Expanding family
- Single-parent family
- Launching family
- Empty nest
- Active retirement
- Restricted retirement

The **"single-person" stage** may last from the time a person leaves their parents' home until/or if they marry. Apartment living is common for young singles. Ownership is not a high priority at this stage, and housing expenses are more easily controlled. Space needs are usually satisfied by a one-room or a one-bedroom unit. Most singles have acquired few furnishings at this stage.

As some people opt to remain single and continue to live alone into middle-age, resources often increase. Single adults may then consider ownership of a condominium, cooperative, or a single-family detached home. If home ownership is too costly, a rental unit can suffice. Space needs usually include a guest bedroom, a well-equipped kitchen, space for entertaining in both living and dining areas, and storage space for clothes, hobbies, and sports equipment.

Unrelated adults who live together are increasing in number. Younger adults usually live in rentals due to cost constraints and high mobility, while most older adults may purchase single detached dwellings. Space needs usually include private areas for sleeping, study, hobbies, and other recreational pursuits.

A husband and wife define the **"couple" stage**. Their needs may not vary much from a single person's. They may be finishing school or embarking on their careers. Mobility is usually a high priority at this stage. Space needs are not extensive and an apartment or small home will usually suffice.

The birth of the first child signals the beginning of the **"expanding family" stage** and an increasing need for housing space. Desirable features might include additional bedrooms, baths, storage, laundry space, and indoor and outdoor play space for children. Home ownership is one alternative form of housing; a rental unit can also accommodate the family. A house provides security and flexibility, since changes and additions to the house may be made to adapt to the growing family.

A single person with children defines the **"single-parent family" stage**. The housing chosen depends on the economic status of the family. A rental unit is common, although owning a single-family detached dwelling is another alternative. Space needs are similar to those of two-parent families.

The **"launching family" stage** begins as the children reach adolescence, and continues until the nest is empty. Space for interacting with friends and conducting activities is important at this stage. Privacy and storage needs also prevail. An option some families take is moving to a larger home or planning an addition to accommodate increased space needs.

The **"empty nest" stage** begins after the children have left the home. The couple are generally still employed and not ready for retirement. Most couples remain in the family home for many reasons, even though space needs tend to diminish. Holiday visits from children and grandchildren require

space. Also, the home may serve as storage for childhood and college momentos.

The **"active retirement" stage** begins with retirement. Active retired spouses are healthy and capable of living independently, as are surviving spouses. Hobbies, social activities, and visits from children and grandchildren are important. Even though less space is needed, many prefer to remain in their own home. Others move to a setting requiring less upkeep, such as an apartment or condominium. Others convert some unneeded living space into rental space for additional income. Well-chosen housing that includes features such as one-level floor plans and wide doors could allow many to live in their own homes for longer periods of time.

Chronic health conditions usually affect persons in the **"restricted retirement" stage**. Independent living is hindered, and individuals who can afford to remain in their homes require outside help with housework and maintenance. Most individuals in this stage are living on a fixed income, and medical costs usually increase considerably. Alternative living arrangements are available, such as housesharing, accessory apartments, board and care homes, congregate housing, nursing homes, or continuing-care retirement communities.

Regardless of the family stage or the ages of family members, a living environment must be safe in order to foster the well-being of individuals and families. Seventy percent of all home accidents can be attributed to carelessness (Mason, 1989). Safety awareness can be cultivated. Accidents can be prevented by slowing down and thinking through tasks; realistically assessing hazards; working with power tools, knives, glass, or ladders only when rested; and repairing home equipment when needed.

Safe air quality in the home interior is also a major consideration. The air in the home is concentrated one hundred times greater inside than outside, which can cause problems. Carcinogens, cancer-inducing agents, radon, airborne asbestos particles, and tobacco smoke could be present. Also toxins, or poisonous substances, such as formaldehyde, carbon monoxide, and nitrogen oxides, can cause health problems. Allergens and pathogens, such as bacteria, pollen and fungi, might surface (Zavotka, 1993).

Air quality dangers can be reduced by keeping the home filled with fresh air through windows, air exchangers, and clean air vents. Using products that do not damage the environment during their manufacture, use, or disposal also helps maintain quality air both inside and outside homes (Zavotka, 1993).

In addition to safety within the living environment, security is another important consideration. Maintaining a secure living space that is unattractive to burglars takes skill and effort. According to Mason (1989), the common-sense approach to security is best. Keep windows and doors locked, and keys safe. Many communities take steps to increase security by forming neighborhood crime-watch groups.

The response of an individual to the home environment may be positive or negative, depending on the provisions made within the home for privacy, rest, socialization, and work. The home can be divided into three zones by the types of activities that will take place in each (Lindamood & Hanna, 1979):

Social Zone: Activities for family members and visitors include meetings, parties, and children's play. The space for this zone will vary according to the age of the family members and the activities. Family activities are mainly social, but may use more space of the dwelling than

activities with non-family members. Family activities include cooking, hobbies, music, games, and conversation. Individual activities include reading, sewing, watching television, cooking, or studying. These activities may also take place in other areas of the living space.

Private Zone: This zone includes the bedroom and bathroom. Activities include sleeping, bathing, dressing, and other tasks that require complete privacy.

Work Zone: The primary work areas are the kitchen and laundry, although work activities take place all over the home. The primary purpose is to accomplish a task rather than to socialize with others. Work may involve one or more persons.

The most effective way to share living space is to allow freedom for all activities that take place within the home. A buffer between zones will block out sound, the view, or both. For example, closets serve as sound barriers between bedrooms and other areas of the living unit. Lindamood and Hanna (1979) also suggest room dividers to separate living spaces, such as the kitchen from the dining room, or the living room from the dining room. As long as the family members are free to engage in or conduct activities with comfort, conflicts will be minimal.

The same principle works for sharing space in the community. Renters and home owners have property space that belongs to their particular family. The family that maintains the property within their zone, abides by the neighborhood rules, and lives within the boundaries of the zone will minimize conflicts with neighbors.

Wherever the family decides to live, and whatever type of housing is available, decisions must be made about furnishings and accessories. Most people cannot furnish a home or personal space all at once. Zavotka (1993) suggests four steps for planning a room:

1. Identify activities that will take place in the area and prioritize the list.
2. Examine the physical and architectural dimensions of the room or home:
   (a) traffic patterns
   (b) architectural features
   (c) shape and size of the room
3. Identify the furniture needs (If furniture is already owned, additional items may not need to be purchased.)
4. Brainstorm possible furniture arrangements, and select the best possible arrangement and an alternative.

Furniture may be arranged by using these general guidelines:

1. Arrange furniture for a purpose.
2. Group furnishings for major and minor activities.
3. Avoid lining furnishings up around the room.
4. Avoid interrupting the normal flow of things, such as the view of the TV or the interation of people conversing.
5. Place large pieces first (usually parallel to the wall).
6. Keep all items balanced: heights, colors, textures, upholstery.

An alternative to purchasing furniture new or secondhand is renting to own. Renting to own is a good choice for some people according to Seiling (1992), but it is not necessarily for everyone. Seiling (1992) advises consumers to be aware of the following items before deciding to rent to own:

1. Renting to own requires signing a contract.
2. The item you rent may not be new.
3. The total cost may be very high.
4. If the rented item stops working, you may be liable for payments during repair.
5. The item belongs to the store until it is paid for.
6. If you skip a couple of payments, you may lose the item and the money you have paid.
7. You will have to buy insurance.
8. The final payment may be considerably larger than the monthly payment .

Seiling advises customers to ask questions before renting and "be sure you know where you stand before you sign" a rent-to-own contract (1992). Whether a family buys a brand new piece of furniture or secondhand furniture, or rents to own, the purchase should satisfy the family members' needs and desires. The residents of the home need to feel completely comfortable.

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Learning Activities

1. Housing needs and individual or family development

a. Design a bulletin board entitled "The Heart of Housing: Meeting Needs of Individuals and Families." On large pieces of paper shaped as hearts, feature each of the needs listed next. Add pictures of various housing types and of individuals and families at various stages of the life cycle. Explain what each of the needs means and how housing can meet each need.

(1) Physical needs of shelter and protection from the environment
(2) Safety needs
(3) Emotional needs
(4) Social needs
(5) Privacy needs
(6) Self-expression needs
(7) Self-fulfillment needs

Discussion Questions
- *Why is housing important to individuals? Families? Society?*
- *How does housing affect individuals? Families?*
- *What happens when housing does not meet these needs for individuals and families?*
- *What could cause an individual's or family's housing needs to change?*

b. Complete **How Do Living Spaces Influence People? (p. 145).**

Discussion Questions
- *What do you think the designers of the living spaces you described considered when creating the living space?*
- *Which aspects of these living spaces have the greatest impact on people? Why?*
- *Which characteristics of living spaces have the greatest impact on you and your family?*

c. In cooperative learning groups, complete **Family Housing Situations (p. 146).** Identify the housing needs for your chosen family, using the questions below. Design a large poster illustrating your family's housing needs. Display your poster and those of the other groups in the class, arranged in order according to the various stages of the family life cycle. Compare the housing needs at the various stages, and explain how changes in stages of the family life cycle can affect housing needs.

(1) What housing needs does this family have that are specific to this stage of the family life cycle?
(2) What housing needs does this family have that are the same as those at other stages of the life cycle?
(3) What specific safety needs does this family have with regard to housing?
(4) What are the family members' needs for privacy with regard to personal living space?
(5) What are the housing characteristics that would support the emotional needs of this family?
(6) What are the housing characteristics that would support the social needs of this family?
(7) How can housing meet needs for self-expression and self-fulfillment for this family?
(8) What kinds of housing space does each family member need?

d. In the family housing groups established in the previous activity, make a list of the activities that your family would do at home in each of the categories listed below. Explain how these activities would affect each family member's need for space.

(1) Social activities
(2) Work activities
(3) Private activities

Discussion Questions
- *Which of these activities influence your own family's housing needs?*
- *How much space is needed for each of these activities?*
- *What happens when a family does not have adequate housing space?*

e. **Action Project:** Collect articles about the issue of homelessness. Make a chart identifying the consequences of this issue for individuals, families, and society. Plan a community service activity that provides services to the homeless or works to build affordable housing alternatives. Keep a journal recording your experiences during this activity and write a summary about what you have learned concerning housing needs.

2. Shared living space

a. In the family housing groups established earlier, create a case study involving conflict over shared living space in your simulated family situation, or use one of the following case studies. List possible solutions to resolve the conflict. Use the **Practical Problem Solving Think Sheet (p. 37-38)** to decide what is best to do in the situation, and role-play your decision for the class. Evaluate your skill in resolving the conflict using **Sharpen Your Conflict Resolution Skills (p. 147).** Following the role-plays, develop a set of general guidelines for sharing living space in a family.

(1) Your new stepmother smokes and you can't stand the smell. Even though she rarely smokes in your room, you can still smell it at night when you go to bed, and your clothes smell like smoke. This is really bothering you, but you don't want to hurt her feelings.
(2) Recently your grandfather came to live with your family. He goes to bed at 9:00 p.m. and his bedroom is right near the family room, where the television is located. You like to watch TV until you go to bed at 11:00 p.m., but Grandpa has been complaining that he can't sleep when the television is on.
(3) Your younger sister is spending more and more time getting ready for school in the morning, and every time you want to use the bathroom, she is in there. Yesterday, you were almost late for school! She insists that she needs as much time as you do to get ready in the mornings.
(4) Your cousin is spending the summer at your house and you are glad to have someone to hang out with. After a few weeks you discover that he is a slob, especially compared to you, the neat freak. The two of you have to share your room for the summer, and the mess is beginning to get on your nerves.

Discussion Questions
- *Why can some families live comfortably sharing a small space while others are not happy with even a large space?*
- *What values and factors contribute to one's space requirements?*
- *What are the consequences of the shared space in each of the simulated family situations?*

b. In family housing groups, construct a plan to help family members share a part of their living space, such as a bedroom, kitchen, or family room. As you develop the plan, consider personalities, hobbies, lifestyles, interests, activities and employment for members of the family. Present your plan to the class and explain why you think it will be effective.

Discussion Questions
- *Which part of family living space is shared by all family members?*
- *Which part of family living space could afford privacy for family members?*
- *What skills do family members need in order to plan shared living space?*

c. **FHA/HERO:** Invite college students or young singles to participate in a panel discussion on sharing living space with others. Following the discussion, make a list of types of conflicts over shared living space. Review and, if necessary, revise the list of guidelines for shared living space developed in Activity 2a.

d. List locations in your neighborhood that you share with others, such as apartment building hallways, parking lots, playgrounds, and yard space. In small groups, select one of the areas and develop a list of guidelines for sharing that specific space with others, such as those guidelines listed below.

(1) Be considerate of others.
(2) Respect others' privacy.
(3) Cooperate with others to achieve community goals.

Discussion Questions
- *What are the consequences of following these guidelines for self? Your family? Your neighbors?*
- *What did you consider when developing these guidelines?*
- *What would happen if everyone followed those guidelines?*

e. **FHA/HERO:** Organize a project to improve the neighborhood you live in. Consider a cleanup or painting project. Survey residents to evaluate the project's effectiveness.

3. Design of personal and family space

a. Select from magazines a picture of a room that you like and a picture of a room that you don't like. Write five words describing the room that you like. Then write five words describing the room that you don't like. Display the pictures

selected by all the class members in two categories, and identify the similarities and differences between the categories.

Discussion Questions
- *What are some words that describe the room that you like?*
- *What factors affect your feelings regarding each room?*
- *How could you change another room displayed to have these characteristics?*

b. Keep a diary of activities that you do in your personal space at home. Using the criteria below, evaluate whether or not your personal living space supports your activities.

(1) Workable arrangement for activities
(2) Adequate storage
(3) Easy to clean

c. Write the following factors influencing the decoration of personal space on an overhead transparency, bulletin board, or chalkboard. Explain how each factor influences how you design your personal space.

(1) Personal taste
(2) Values
(3) Interests and activities
(4) Available furnishings
(5) Resources
(6) Owned or rented space
(7) Amount of space
(8) Family size

Discussion Questions
- *Why should you consider these factors before designing personal space?*
- *Which of these factors are most important? Least important?*
- *What skills do you need to design personal space?*
- *Where can you go to get ideas for decorating personal space?*

d. **FHA/HERO:** Invite a design consultant to identify ways to decorate personal space inexpensively.

e. In cooperative learning groups, choose one of the topics below and develop a presentation on that topic for the class.

(1) Color Tricks in Decorating
(2) Home Sewing Ideas for Decorating
(3) Creative Accessories for Personal Living Space
(4) Tips for Arranging Furniture
(5) Inexpensive Decorating Ideas
(6) Storage Ideas for Bedrooms

(7) How to Design a Room for Two to Share
(8) Ways to Display Personal Collections

f. In the family housing groups established earlier, provide suggestions for decorating one room of your family group's personal living space. On a poster, draw an outline of the sample room to use as a floor plan and add suggestions for color, furnishings, and room arrangement. Make a list of guidelines and ideas to help the group member's complete the project within their budget. Consider the housing needs, values, and resources of your family group. Present your project to the class and justify your decisions.

g. **Action Project:** Develop a plan to decorate your school locker or your personal living space at home to reflect your personality as well as functional needs. Your plan should reflect your needs, values, and available resources. Present your plan to the class. If possible, implement your plan and include photographs of your progress.

4. Safe living environments

a. Make a display of newspaper articles depicting the effects of home accidents. List the consequences of each accident for self, families, and society.

Discussion Questions
- *Why should you be concerned about household safety?*
- *What are the consequences of an unsafe environment for yourself? Your family? Your community?*
- *Who should be responsible for making sure that your home is safe? Why that person?*

b. In small groups, choose one of the topics below and research ways to prevent those types of accidents in a living environment. Present your findings to the class.

(1) Preventing Falls
(2) Reducing Electrical Hazards
(3) Preventing Poisonings
(4) Avoiding Household Fires
(5) Assuring Indoor Air Quality

c. **FHA/HERO:** Invite a police officer to discuss crime prevention, safety, and home security. Make a list of strategies for making your neighborhood safe, such as those listed below.

(1) Neighborhood crime watch
(2) Citizens' crime-reporting project
(3) Police-awareness packets
(4) Individual and home precautions to deter crime
(5) Special precautions when leaving home on vacation

Discussion Questions

- *What if no one wanted to get involved in making your neighborhood a safe place to live?*
- *What if everyone decided that such safety was the responsibility of the local police department alone?*
- *What are the consequences of living in a neighborhood in which you do not feel safe?*

d. **Action Project:** Develop a checklist of items to consider in evaluating the safety of a living environment. Use the checklist to evaluate your family's living space. Correct any existing safety hazards. Summarize your findings and the reaction of your family members to having a safer home environment.

Assessment

Paper and Pencil

1. Given case studies of families at varying stages of the life cycle, assess how each family's housing needs are related to the development of that family and its individual members.
2. Without the aid of references, identify at least five strategies to help assure a safe neighborhood and living environment.
3. Given various case studies, analyze the effect of shared living space on family relationships by explaining at least three ways that shared living space influences family relationships.
4. Given case studies, describe the space needs for each family member.
5. Without the aid of references, identify and evaluate at least three suggestions for sharing living space in the family by identifying the consequences of each suggestion for self, family, and community.

Classroom Experiences

1. In cooperative learning groups, identify the stage of the family life cycle represented in a family housing case study. Identify that family's housing needs. Compare the housing needs to those at other life cycle stages and explain how changes in stages of the family life cycle can affect housing needs.
2. In small groups, use practical problem solving to decide what is best to do in a situation involving conflict over shared living space. Justify your decision.
3. In small groups, construct a plan to help family members share a part of their living space, such as a bedroom, kitchen, or family room. As you develop the plan, consider personalities, hobbies, lifestyles, interests, activities, and employment for members of the family. Present your plan to the class and explain why you think it will be effective.

4. In small groups, choose a topic related to designing personal living space and make a presentation on that topic for the class.

5. In small groups, provide suggestions for decorating one room of a family's personal living space. On a poster, draw an outline of the sample room to use as a floor plan and add suggestions for color, furnishings, and room arrangement. Make a list of guidelines and ideas to help the family complete the project within its budget. Consider the family's housing needs, values, and resources. Present your project to the class and justify your decisions.

6. In small groups, choose a topic related to safety in a living environment and present ways to keep family member safe at home.

Application to Real-life Settings

1. Collect articles about the issue of homelessness. Make a chart identifying the consequences of this issue for individuals, families, and society. Plan a community service activity that provides services to the homeless or works to build affordable housing alternatives. Keep a journal recording your experiences during this activity and write a summary about what you have learned concerning housing needs.

2. Develop a plan to decorate your school locker or your personal living space at home to reflect your personality as well as functional needs. Your plan should reflect your needs, values, and available resources. Present your plan to the class. If possible, implement your plan and include photographs of your progress.

3. Develop a checklist of items to use in evaluating the safety of a living environment. Use the checklist to evaluate your family's living space. Correct existing safety hazards. Summarize your findings and the reaction of your family members to having a safer home environment.

HOW DO LIVING SPACES INFLUENCE PEOPLE?

Many research studies have been conducted to explain the ways that a living space can influence individuals and families. Findings suggest that public and private living space can have a significant impact on human interaction, stress, and well-being. Studies have shown that people become forgetful when the air pressure drops. They are less helpful in noisy rooms. Cold, bare spaces make people less willing to share their feelings. Describe an example that you have encountered of each type of living space named below. Consider the amount of space available, the existing noise level, the colors used, the furnishings, the wall treatments, and the accessories used, such as plants. Then describe how you believe that living space influences people. Discuss how the information you learned should influence decisions about choosing and decorating personal living space.

Description of Living Space	*Influence on People*
School Classroom:	
Public Space (mall, hospital, or library):	
Family Living Space (room in a house or apartment):	

FAMILY HOUSING SITUATIONS

Directions: Choose one of the situations below as your family housing situation during this housing unit study. Create a name for your family and for each family member. Choose an area of the classroom in which you will work. Design a door and/or mailbox that represents your family and make it part of your work area. Collect resources that you can use to make housing decisions for your family, such as housing textbooks, real estate and apartment pamphlets, newspaper articles, and want ads. As you complete assignments regarding housing information and decisions throughout the housing unit, post them in your work area.

A. **Companion Group:** A group of three women who recently graduated from high school decided to share a living space. They each attend college part-time and have jobs that help pay for college tuition and living expenses. Each owns her own car. Though they have a limited budget, they enjoy entertaining friends. They have agreed to share in the work of keeping their living space clean, but finding time to clean is difficult due to their different schedules. They have very few furnishings, but would like the place to be attractive.

B. **Couple:** A husband and wife are both involved in their careers. They have busy schedules and do extensive traveling with their jobs. Frequently, they will work on job-related reports at home. Since they married recently, they are still adjusting to living together. When they are at home, they like to entertain friends. They have some money to decorate and furnish their place, but very little time. They value their privacy and would like to share home-management tasks equally.

C. **Childbearing Family:** A husband and wife live with their two children--a four-year-old daughter from the husband's previous marriage and the couple's new baby, just eight months old. The husband works full-time running the family plumbing business. With the expenses of the new baby and the husband's child-support payments for his other two children, who live with his ex-wife, money is tight. The wife supplements their income by babysitting for two other young children, ages three and four. They do not entertain much, except to have family members over for holiday meals. The husband is really interested in woodworking, but does not have much time to devote to the hobby.

D. **Family With School-age Children:** Two sisters, both single parents, live with their four children, ages 7, 8, 10, and 12. One sister works full-time as a police officer, usually on the second shift. The other sister works part-time as a salesclerk at the mall, but is taking classes when possible to improve her employment opportunities. The children are conscientious students and need space for studying and playing at home. Since they live on a limited budget, the family is prepared to share a smaller living space, as long as the neighborhood is safe for the children.

E. **Launching Family:** A single-parent father lives with his two teenage sons. He works for a bank. His oldest son, who is 18, will go to college next fall. His younger son, who is 15, lives with his father during the week and his mother on the weekends. The father does not really care what their living environment looks like, as long as they live close to where he works. He enjoys playing basketball with his sons.

F. **Empty-Nest Family:** A woman and her husband, both involved in careers, are nearing retirement. Their children are grown. Both enjoy many hobbies and are active in community groups. Both are still in good health, but are concerned that this could change in the near future. Recently, their daughter got a divorce and is having trouble making ends meet. They fear that their daughter and her two-year-old son will soon have to move in with them.

SHARPEN YOUR CONFLICT RESOLUTION SKILLS

Directions: The following skills are important as you communicate with others to resolve conflict in peaceful ways. Place a plus sign in front of those skills that you can do well. Place a zero in front of those skills that you would like to learn to do better.

_____1. Show genuine interest in solving the dispute.

_____2. Focus on the problem, not the people involved.

_____3. Accurately describe your position, interests, and feelings.

_____4. Ask for and actively listen to the other person's position and interests.

_____a. Ask questions to clarify the other's perspective.

_____b. Restate the other's messages to clarify what has been said.

_____5. Recognize and respond to the other person's feelings.

_____6. Listen with an open mind and try to understand the other person's perspective.

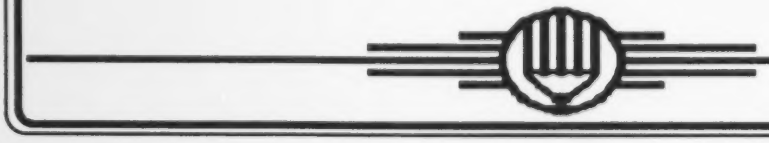
_____7. Brainstorm for possible solutions.

_____8. Integrate different ideas into a single agreement.

_____9. Be aware of your role in carrying out the solution.

When you are resolving conflict with others, remember to NOT

- Use insults
- Place blame
- Put others down
- Interrupt while others are talking
- Be sarcastic
- Refuse to listen
- Make threats or excuses
- Change the subject
- Try to be a mind reader
- Misinterpret the other's nonverbal communication



Resource Management

Evaluating Types of Housing

Module Overview

Practical Problem: What should I do regarding evaluating types of housing?

Competency 2.0.4: Evaluate types of housing in relation to the family life cycle, lifestyle, values, goals, and resources

Competency Builders:

- 2.0.4.1 Assess how individual and family situations are related to housing decisions
- 2.0.4.2 Evaluate types of housing available
- 2.0.4.3 Compare rights and responsibilities of home owners, landlords, and tenants
- 2.0.4.4 Use comparison shopping skills to select housing

Supporting Concepts:

1. Types of housing
2. Factors influencing housing decisions
3. Rights and responsibilities of landlords, tenants, and home owners
4. Comparison-shopping techniques to select housing

Teacher Background Information

Rationale

Housing is one of the largest expenses that an individual will face. Housing decisions made will greatly affect a person's financial status (Ryder, 1990). "In our country, we are fortunate because we enjoy a wide variety of housing options--we can choose the type of home to live in, whether to own or rent the home, and the location where we want to live" (Clark & Mireley, 1991), but with choices come rights, responsibilities, and uncertainties. Understanding these choices, rights, responsibilities, and the criteria to use in assessing housing choices will reduce the uncertainties of housing decisions.

Background

Housing decisions are influenced by goals we hope to achieve, needs we have, and the amount of money we have available for housing. At some point everyone will have to choose between buying and renting. The questions listed below will help clarify wants, needs, and priorities affecting housing decisions.

- What does a home mean to you?
- How much can your income handle?
- How much time will you spend at home?
- Will children be affected by your choice?
- Do you want to invest money in a home?
- Is using your home as an investment or tax shelter important to you?

The housing norms evolving from cultural expectations also influence individual and family housing decisions. Morris and Winter (1978) identify the following five categories of norms governing housing behavior:

Evaluating Types of Housing

- Space for a kitchen, living room, bathrooms, and bedrooms is of primary importance to most families when making housing decisions. "To many families, the types of space available are more important than the amount of space" (Lindamood & Hanna, 1979, p. 83).

- Tenure refers to whether occupants own or rent their home. In the United States, home ownership has been the preferred living arrangement. The rates of home ownership fluctuate from state to state, influenced by the economic conditions in each area, geographic culture, and urban-rural composition (Lindamood & Hanna, 1979).

- Structure norms determine family choices as well as space and tenure. In the United States, the single-family home is the primary form of housing (Clark & Mireley, 1991). Although in some urban areas, multifamily housing predominates, single-family housing is usually preferred.

- Quality norms--amenities, such as equipped kitchens, central air-conditioning, complete indoor plumbing, and a sound structure--also influence decision making (Lindamood & Hanna, 1979). Housing norms in the United States subscribe to a somewhat high level of quality. Even though quality is extremely important, large families with lower incomes will sacrifice quality for adequate space.

- A home's location and the surrounding neighborhood are primary factors in housing decisions. This social aspect is often considered important for the "present satisfaction of the occupants as well as for the future of the children" (Lindamood & Hanna, 1979, p. 86). Most families choose to reside close to employment. Transportation, schools, and other services are also drawn into the decision-making process.

The types of housing available fall into two major structural categories: multifamily and single-family housing (Clark & Mireley, 1991). There are various multifamily housing structures in which many families live in individual dwelling units, all under one roof: condominiums, duplexes, townhouses, garden apartments, walk-ups, mid-rises, and high-rises. A detached single-family home, the most common type of structural choice in the United States, allows individuals to live in a separate structure, surrounded by individually owned land that separates the house from those around it.

Rental units and condominiums primarily take the form of multifamily dwellings. These living arrangements can be located in a skyscraper, low-spread buildings, or duplexes. Rental units, which could be single-family homes, apartments, townhouses, or duplexes, vary in the type of facilities and services offered. They may include such amenities as washers, dryers, microwave ovens, dishwashers, wall-to-wall carpeting, and air-conditioning. The services available depend on the amount of rent that one is willing to pay.

A condominium unit, or "condo" is a unit owned by the resident. These units "come in many forms, from towering inner-city structures to suburban townhouses with beautiful, environmentally designed surroundings," according to the United States Department of Housing and Urban Development (1980). Some condos are converted old rental structures that have been remodeled and modernized, or old rental properties that have been refurbished and cast into the condominium market. However, condos are purchased like separate houses. The demand for condos as an affordable housing alternative increases as prices for traditional single-family homes soar, especially for young households. From 1983 to 1987, purchases of condo units rose 15.2 percent annually--twice the

growth of existing single-family home sales (Mason, 1989).

Duplexes--two separate single-family dwellings attached to one another by a common wall--are another form of multifamily housing. Similarly, town houses are dwelling units that share one or more common walls with adjoining units. The number of units connected can range from the duplex (two units) to twelve or more.

Owning and renting property involves legal rights and responsibilities affecting homeowners, tenants, and landlords. Both tenants and landlords have rental rights and responsibilities as determined by

- the lease
- the city housing code
- state law

A legal binding contract between the tenant and landlord (that is, a lease) describes the obligations of both parties. The lease specifies the rent payment and the due date, and in most cases dictates who is to live on the premises. In addition to the lease, the local housing codes may stipulate certain obligations of landlords and tenants. These codes vary widely from city to city and should be researched to determine the rights and responsibilities outlined.

The Ohio Landlord-Tenant Law outlines the rights and responsibilities of landlords and tenants, such as described on **Landlord and Tenant Legal Obligations in Ohio (p. 157).** In addition to the Ohio Landlord-Tenant Law, landlords and tenants are also governed by common laws. An example of a common law for landlords is giving the tenant actual physical possession of the leased premises. A common law for tenants is paying rent and surrendering possession of the leased premises at the lease's termination.

References

Clark, E., & Mirely, S. (1991). *Manufacturing housing for young consumers*. East Lansing: Michigan State University, Cooperative Extension Service, U. S. Department of Agriculture.

Likins, J., Rahm, B., & Smith, L. (1989). *Housing connections*. Columbus: The Ohio State University, Office of Commuter Student Affairs.

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Learning Activities

1. Types of housing

a. Make a list of all the different places you have lived. Describe each place and categorize it according to the types of housing listed below. Share your descriptions with the class and compile a list of all the different types of housing in which class members have lived.

(1) Single-family residence
(2) Town house or row house
(3) Apartment complex (efficiency, studio, high-rise, loft, flat, penthouse, and garden apartment)
(4) Duplex
(5) Mobile home

Discussion Questions
- *Which type of housing do you prefer? Why?*
- *What factors have influenced the places that your family has lived?*
- *What should families consider when choosing the type of housing in which to live?*

b. After forming family housing groups using **Family Housing Situations (p. 146),** use resources such as classroom textbooks and library materials to complete the **Housing Alternatives Chart (p. 158).** Develop a poster that depicts different types of housing. Using newspapers and real estate and apartment listings, identify examples of each type of housing available in your community, and include the available options and their costs on your poster. Present your findings to the class.

c. **FHA/HERO:** Organize a field trip to visit several different types of housing available in your community, including single-family dwellings, apartments, town houses or row houses, duplexes, and mobile homes. Create a chart comparing information about each of the housing types available, specifying location, price, availability, and special features.

d. **Action Project:** Choose a country or region of the world and research the types of housing typical of that area. Write a description of the types of housing in which you have lived. Include pictures if possible. Then compare the types of housing you have experienced with those of the other country that you have researched. Suggest reasons for the differences in housing types available. Present your findings to the class.

2. Factors influencing housing decisions

a. List the following factors influencing housing decisions on a poster, overhead transparency, or chalkboard. Explain how each factor could influence housing decisions.

(1) Life cycle
(2) Lifestyle
(3) Goals
(4) Values
(5) Resources

b. Complete **A House is Not a Home (p. 159-162)**. In the family housing groups formed using **Family Housing Situations (p. 146),** determine those values that are important to your family housing group. Compare your personal housing values with those of your classroom family housing group. Identify ways in which each of the different values represented would influence a housing decision at different stages of the family life cycle.

Discussion Questions
- *What has influenced your values about housing?*
- *Why do these values differ between cultures?*
- *Why might these values change at varying stages of the life cycle?*

c. Complete **Housing Needs and Wants (p. 163).**

Discussion Questions
- *How would the housing needs and wants that you have identified influence your goals for housing?*
- *Which needs are most important to you? Why?*
- *How might these needs and wants change at different stages of the life cycle? With different types of lifestyles?*

d. Complete **Housing Costs (p. 164)**.

Discussion Questions
- *Why is it important to be aware of housing costs?*
- *How much of their income should families budget for housing?*
- *What happens when families cannot afford the type of housing that they would like to have?*

e. In family housing groups, identify alternative types of housing for your family. On a large poster, write the type of housing that you would select to meet the housing needs of your family housing group. List the reasons why you have selected that type of housing, and justify your choice by explaining how it meets the needs, wants, values, and resources of the family in your case study.

3. Rights and responsibilities of landlords, tenants, and home owners

a. **FHA/HERO:** Invite a panel of landlords and tenants to discuss the rights and responsibilities of, and the relationship between, landlords and tenants. Use the

questions below to stimulate discussion between panel members. Summarize the panel members' responses on a large chart.

(1) What are the qualities of a good landlord? A good tenant?
(2) How are a landlord's responsibilities similar to or different from those of a home owner?
(3) How are a tenant's responsibilities similar to or different from those of a home owner?
(4) How can tenants and landlords establish a good working relationship?
(5) What issues are most likely to cause disagreement between landlords and tenants?

b. Review **Landlord and Tenant Legal Obligations in Ohio (p. 157)**. Develop a checklist of landlord rights and responsibilities and tenant rights and responsibilities.

c. In small groups, role-play situations from **Tenant and Landlord Communication (p. 165)**. Following the role-plays, conduct a mock trial to determine whether the behavior of the landlord and the tenant in each situation was ethical. Justify your decision.

Discussion Questions
- *What criteria did you use to decide whether the solution in each situation was best?*
- *Whose rights and responsibilities are involved in each situation?*
- *What can be done when disputes arise?*
- *What positive communication skills were used to resolve these conflicts?*

d. Examine a standard rental agreement, or lease. Pick out unfamiliar words and research the meanings. Then answer the questions below.

(1) Is the agreement easy to understand? Why or why not?
(2) What does the person who is renting promise?
(3) What does the person who owns the property promise?
(4) Do you feel prepared to sign such an agreement at this time in your life? Why or why not?

e. **Action Project:** Interview recent graduates who are living away from home about their experiences with renting. Write case studies of the experiences. Use the **Practical Reasoning Think Sheet (p. 37-38)** to determine what you would do in each situation.

4. Comparison shopping techniques to select housing

a. In small groups, make a list of factors to consider when comparing places to live, such as those listed next. Identify the advantages and disadvantages of considering these factors when shopping for housing.

(1) Cost
(2) Conditions of rental agreement or purchase agreement
(3) Location
(4) Space
(5) Facilities
(6) Special features

b. List sources of information to use in finding answers to the above questions, such as those listed below. Make a display illustrating these sources of information. Determine whether the sources would be reliable. Justify your decision.

(1) Local housing commission
(2) Government agencies
(3) Real estate agents
(4) Yellow pages
(5) Word of mouth
(6) Printed notices on bulletin boards
(7) Apartment finders
(8) Newspapers
(9) Chamber of commerce

c. Using resources, make a chart showing the advantages and disadvantages of renting living space and purchasing living space. Identify factors that would affect the decision to rent or buy housing.

d. **FHA/HERO:** Survey local renters by using **Housing Costs (p. 164)**. Tally the results to show the range of prices. Create a fact sheet for graduating seniors that includes questions to be answered, sources of information, and the results of the housing costs survey.

e. **Action Project:** Write a story entitled "This Is Me in 2003." Using housing available in your community, identify the factors that would affect your decision about where to live in the year 2003. Select a type of housing based on your anticipated lifestyle, budget, values, and housing needs.

Assessment

Paper and Pencil

1. Given case studies of family housing situations, assess how each situation is related to housing decisions by identifying at least three factors that will influence the housing decision in each situation.

2. Given examples of types of housing, evaluate them by explaining the advantages and disadvantages of each.

3. Given examples of home owners', landlords', and tenants' rights and responsibilities, explain the similarities and differences between the lists.

4. With the aid of references, develop a checklist of landlord rights and responsibilities and tenant rights and responsibilities.

Classroom Experiences

1. In small groups, use resources such as classroom textbooks and library materials to research the distinguishing features, advantages, and disadvantages of at least five types of housing.

2. Given case studies of family groups, choose the type of housing that meets the housing needs of that family. List the reasons why you have selected that type of housing and justify your choice by explaining how it meets the needs, wants, values, and resources of the family in the case study.

Application to Real-life Settings

1. Choose a country or region of the world and research the types of housing typical of that culture. Write a description of the types of housing in which you have lived. Include pictures if possible. Then compare the types of housing that you have experienced with those of the other country that you have researched. Suggest reasons for the differences in housing types available. Present your findings to the class.

2. Write a story entitled "This Is Me in 2003." Using housing available in your community, identify factors affecting your decision about where to live. Select a type of housing based on your lifestyle, budget, values, and housing needs.

3. Interview recent graduates who are living away from home about their experiences with renting. Write case studies of the experiences. Determine what you would do in each situation.

LANDLORD AND TENANT LEGAL OBLIGATIONS IN OHIO

LANDLORD DUTIES

From Ohio Landlord-Tenant Law

1. Provide tenant with landlord's name and address
2. Comply with applicable building, housing, health, and safety codes
3. Do whatever is reasonable to put and keep the premises in a fit and habitable condition
4. Keep all common areas in a safe and sanitary condition
5. Maintain all electrical, plumbing, sanitary, heating, ventilating, and air-conditioning fixtures, and all elevators supplied by landlord or required to be supplied by landlord in good working order
6. Provide trash receptacles, and arrange for their removal if there are four or more dwelling units in the same structure
7. Supply hot and cold running water
8. Provide reasonable notice to the tenant when entering rental properties for the purposes of inspection, repair, deliveries, etc.

From common law

1. Must give tenant actual physical possession of the leased premises
2. Must provide reasonable protection against criminal acts by third persons
3. Must provide warranty of habitability (in common law as well as Ohio Landlord-Tenant Law)
   (a) Liability for latent defects--landlord must inform the tenant of a defect that could cause injury and that is not apparent to the tenant
   (b) Liability for nuisance--landlord is not to infringe upon rights of tenant by maintaining a nuisance
   (c) Warranty of quiet enjoyment--landlord is to provide the tenant the use and enjoyment of the leased premises
4. Must make repairs and do whatever is necessary to keep the premises fit and habitable

TENANT DUTIES

From Ohio Landlord-Tenant Law

1. Maintain premises in safe and sanitary condition
2. Dispose of garbage in a safe and sanitary manner
3. Keep plumbing fixtures clean
4. Use and operate all electrical and plumbing fixtures properly
5. Comply with applicable housing, health, and safety codes
6. Refrain from destroying, defacing, damaging, or removing any fixture, appliance, or other part of the premises
7. Maintain appliances supplied by the landlord
8. Preserve other tenants' peaceful enjoyment of the premises
9. Allow landlord reasonable access to the premises

From common law

1. Must pay rent
2. Must not commit waste--has a duty to make nominal repairs and may not destroy, deface, or damage any part of the premises
3. Must surrender possession of the leased premises (at the end of the term of the lease)

HOUSING ALTERNATIVES CHART

Choose five types of housing. For each type, complete the information on the chart. Consider approximate monthly payment, cost of utilities, privacy, features and facilities, rules and restrictions, storage, and space arrangement.

Housing Type	1.	2.	3.	4.	5.
Distinguishing Characteristics					
Advantages					
Disadvantages					

A HOUSE IS NOT A HOME

People have different housing values. Studies have shown that when it comes to housing, people may value one or more of the following:

Ideal location	Safety
Beauty	Convenience
Comfort	Economy
Companionship	Health
Privacy	Hobbies

The numbered housing pictures on the attached pages illustrate the statements of housing values listed below. View the housing picture that illustrates each statement. Then give your priority ranking to each value, with 1 being the characteristic that you would value least in housing and 10 being the characteristic that you would value most.

_____ 1. The home with the ideal location is near the things that are really important to you.

_____ 2. The beautiful home has nice colors and a good design, and is good to look at both inside and outside.

_____ 3. In the comfortable home, you can rest and relax and feel at ease.

_____ 4. You have many good times in a home near many people.

_____ 5. In the home that gives you some privacy, you can do the things that you want to do without being bothered.

_____ 6. The safe home provides security and little danger of fire, accidents, and such problems.

_____ 7. The convenient home is neat and orderly, and has many devices that save time and energy.

_____ 8. The inexpensive home costs little to operate and suits the family income.

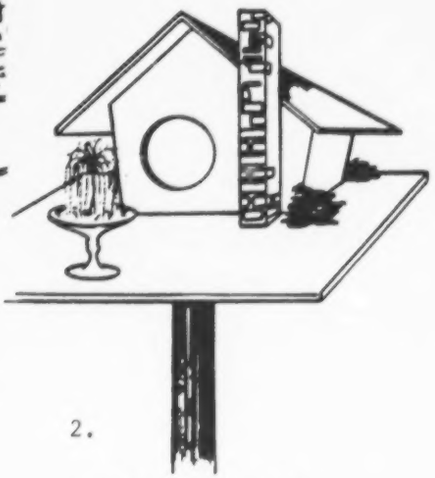
_____ 9. The home built for good health is clean and provides for plenty of sunshine and fresh air.

_____ 10. In the home where personal interests and hobbies are important, you can spend your spare time doing almost anything you want to do.

Source: *Instructional Patterns for Maximizing Human Potential.* Sacramento, CA: California State Department of Education, 1978.

A HOUSE IS NOT A HOME

1.



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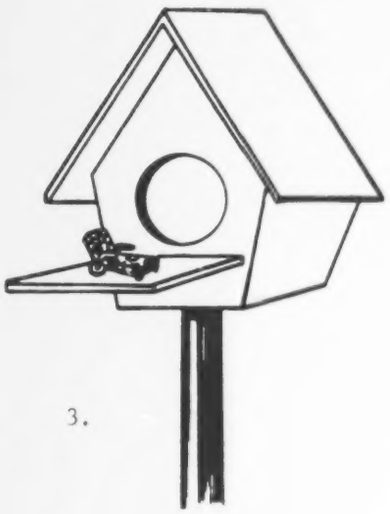

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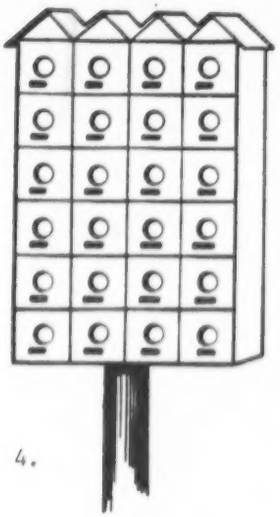

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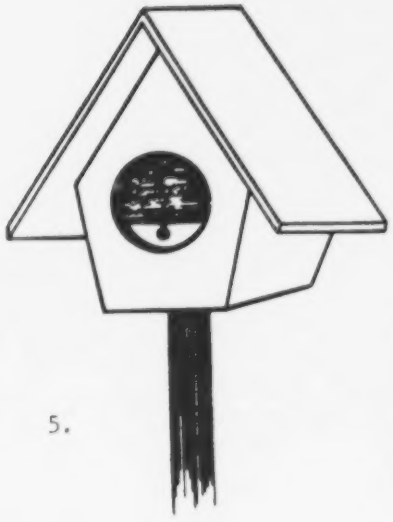
A HOUSE IS NOT A HOME



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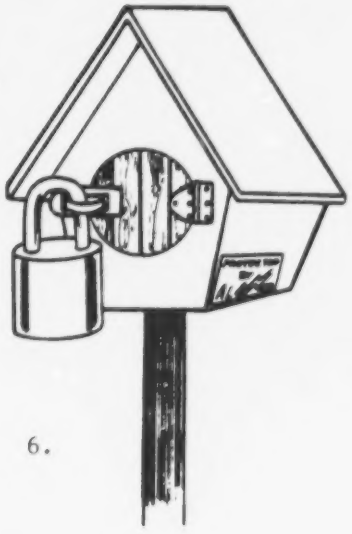

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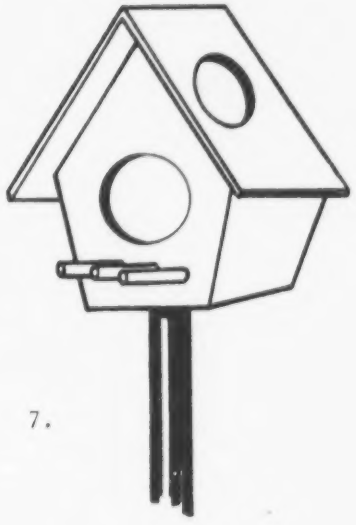

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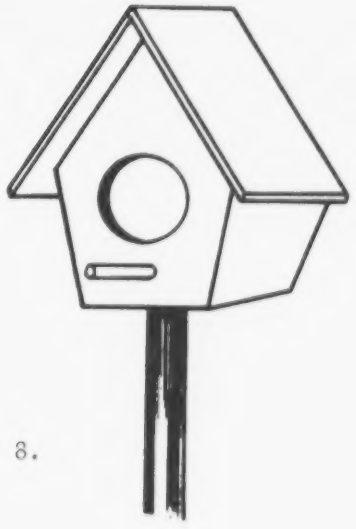

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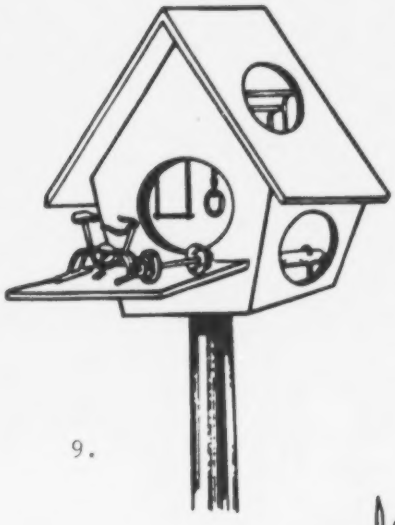
A HOUSE IS NOT A HOME



9.

10.

HOUSING NEEDS AND WANTS

Directions: Place a checkmark in the column that indicates the importance that you place on each housing characteristic. Identify each characteristic as a need or a want by placing an N or W in the last column. Order those items you ranked very important by assigning a 1 to the most important item, 2 to the second most important, and so on.

Housing Characteristic	Very Important	Somewhat Important	Not at All Important	Need(N) or Want(W)?	Rank
Location					
• Close to shopping					
• Close to public transportation					
• Close to work or school					
• Close to recreational facilities					
Space					
• Storage space for clothing and other possessions					
• Facilities for cooking					
• Space to entertain friends					
• Adequate bathroom space					
• Space to enjoy hobbies and interests					
• Space to relax and unwind					
Design					
• Plenty of sunshine					
• Quiet					
• Private					
• Comfortable					
• Energy efficient					
• Easy to clean					
• A place to be proud of					
• Uncluttered					
• Streamlined – a place for everything and everything in its place					
• A place you can decorate to suit your individuality					
Facilities					
• Comfortable place to sleep					
• Good condition					
• Clean					
• Safe and secure					
• Relatively new					
• Handy laundry facilities					
• Affordable					
Special Features					
• Available parking					
• Pets allowed					
• Air-conditioning					

Adapted from *Decisions for Independent Living*. Bismarck, North Dakota: North Dakota State Board for Vocational Education, 1989.

HOUSING COSTS

Personal housing expenses may include the items below. Using local newspaper advertisements, sample utility bills, and insurance information, identify the approximate housing costs in your community.

RENT: $ _____ per month

UTILITIES:

Gas $ _____ per month
Electricity $ _____ per month
Water $ _____ per month
Garbage $ _____ per month
Sewer $ _____ per month

Total Utilities $ _____ per month

PHONE:

Basic monthly rate $ _____ per month

Budget amount for long distance calls $ _____ per month

Total Telephone $ _____ per month

CABLE TV:

Basic monthly rate $ _____ per month

RENTER'S INSURANCE:

Amount per year $_____ ÷ 12 = $ _____ per month

TOTAL HOUSING COSTS **$ _____ per month**

Source: *Decisions for Independent Living*. Bismarck, North Dakota: North Dakota State Board for Vocational Education, 1989.

TENANT AND LANDLORD COMMUNICATION

Working in small groups, evaluate one or more of the situations below. Appoint one person to represent the group and report to the class. Consider the following questions in your analysis:

- *What is the problem in each situation?*
- *Whose responsibility is it to resolve this problem?*
- *Who has legal responsibility to correct the problem or pay for damages?*
- *What is a workable solution for each problem?*

1. While living in an apartment, you have occasionally had the feeling that someone has been in the apartment while you are at school. One day you come home early to find the landlord coming out of the apartment. You question the landlord's presence, but his reply is that he has been checking the functioning of the heating system.
2. You were requested to make a deposit of one month's rent ($180) when you rented an apartment. When it came time to move, you spent much time thoroughly cleaning the apartment according to your definition of cleanliness. Despite that, the landlord said that the apartment was still dirty and refused to refund the entire amount. Instead, you were given a check for $50.
3. You were using a knife to aid in the defrosting of the freezer in the apartment. The knife slipped and you put a hole in the wall of the freezer.
4. While you are eating dinner in your apartment one evening, the light fixture above the table suddenly comes loose and smashes to the table. The force sends the dishes flying, and some pieces of your good dishes are broken. The pointed end of the fixture hits the table with such force that it makes a dent.
5. Your apartment complex has a rule against pets. Despite this, you have this adorable white kitten that you keep in your apartment. It is very well-behaved and you keep it hidden. The landlord lives in another section of town, so he is hardly ever in the building. After living there for a year, you decide to move. The landlord refuses to refund your deposit because he says he knew about the cat.
6. After a long search, you and your mother have found a suitable apartment. Before signing the lease, you ask the manager to install a dead-bolt lock on the door. Upon moving in, you discover that the manager has not installed the lock.
7. You are entertaining several friends when your manager comes to your apartment. He explains that several other tenants have called to complain about the noise and loud music.
8. The outdoor trash receptacle is overflowing again as you bring out your garbage. It is two days before the city's scheduled pickup date. You feel that you should approach the manager with this problem.
9. After noticing that the bathroom faucet continually drips, you ask your apartment manager about repairs. Two weeks later, no repairs have been made. You feel that the faucet is dripping more and more.
10. You have a bicycle that you kept chained to the clothesline post in the backyard of your apartment building. Then the manager offered you space in his storage shed for the bicycle. Two weeks after you placed the bicycle in the shed, it was broken into and your bicycle was stolen.

Source: *Decisions for Independent Living*. Bismarck, North Dakota: North Dakota State Board for Vocational Education, 1989.

Resource Management

Maintaining a Living Environment

Module Overview

Practical Problem: What should I do regarding maintaining a living environment?

Competency 2.0.5: Maintain a living environment that supports the well-being of self and family

Competency Builders:

- 2.0.5.1 Evaluate home maintenance tasks with regard to personal and family resources, abilities, and standards
- 2.0.5.2 Develop a plan for sharing home maintenance tasks among family members and others
- 2.0.5.3 Evaluate household appliances and home maintenance products for efficiency, safety, and environmental impact

Supporting Concepts:

1. Home maintenance tasks
2. Home maintenance standards
3. Family resources
4. Home maintenance products and appliances
5. Strategies for home maintenance

Teacher Background Information

Rationale

The increase in the number of women and single parents in the labor force has resulted in an integration of work and family roles. This change could lead to difficulty in fulfilling role obligations, and requires a greater need for cooperation and role sharing in order to achieve family goals. One such family goal might be to maintain a clean and well-cared for living environment, which can promote the physical and emotional well-being of family members.

Even though approximately 57 percent of all married women are in the labor force, women still bear the primary responsibility of maintaining the household. A 1990 Gallup Poll surveyed a sample of American wives and husbands about the division of labor in their homes. Approximately 25 percent of husbands reported occasionally engaging in such traditionally female tasks as doing laundry, preparing meals, going grocery shopping, and cleaning house. However, the final ratio of male to female participation equaled 25 percent to 75 percent (Broderick, 1992).

Key and Sanik (1990) also found that the employed mother in a family continues to shoulder the major portion of day-to-day responsibilities. Their study indicated that the mother's employment does not affect the time that older children spend on household tasks, and does not decrease the time that those children spend on leisure activities. These findings indicate that rather than other family members sharing household maintenance responsibilities, families reduce standards, decrease the time needed for these responsibilities by working more efficiently, or make greater use of paid and/or unpaid help from outside the family.

Maintaining a Living Environment

Since some family members may find themselves overburdened when responsible for all maintenance tasks themselves, maintaining a living environment can often be a source of conflict for families. Problems such as varying standards of cleanliness and difficulty in completing assigned tasks can cause conflict between siblings, between adults, or between adults and children in a family. Skills in identifying standards for cleaning, managing resources for housing maintenance, selecting appropriate equipment and supplies, and planning for the sharing of household tasks can help families resolve practical problems regarding maintaining a living environment.

Background

Families and family members may have different standards of cleanliness with regard to living spaces. Some families want a spotless home, with everything clean and in its place at all times. Other families can tolerate a certain amount of clutter, especially when some family activities or responsibilities have a higher priority than cleaning tasks. A basic level of cleaning is necessary for maintaining the health and safety of family members. Tasks such as removing garbage, cleaning spilled food, and rinsing or washing dirty dishes will help keep the living space free of insects and other disease-carrying pests.

People who share a living space need to agree on acceptable cleaning standards. Once standards have been identified, the specific cleaning tasks and the frequency with which each task should be performed to achieve those standards can be listed. Certain jobs may need to be done only weekly or monthly, others every day or few days. Tasks that need regular attention might include making beds, washing dishes, putting away clothing, straightening up things, and cleaning the bathroom.

The biggest challenge for families seems to be deciding how these tasks are to be shared among family members. All family members, including young children, can be tapped as human resources to achieve maintenance goals. Discuss with family members why their help is needed and let each family member choose the tasks for which he or she would like to be responsible, making available choices that are developmentally appropriate. Encourage responsibility for personal items, such as clothes, books, and toys. Additional responsibilities can be added for older children. Adults in the family may need to teach younger children the cleaning tasks, and provide some supervision until skills are mastered. Perhaps some tasks could be done by two people as a team, thereby shortening the length of time required to complete the task.

Young and Jones (1986) offer strategies for encouraging family members and others to share home matinenance tasks. Ideas for encouraging family and individual participation in home maintenance include making cleaning as much fun as possible, keeping a sense of humor, and giving rewards for jobs well done. Generous praise for work well done and special family outings or activities can serve as rewards for family members. Progress charts or a point system for tasks completed can indicate progress toward long-term goals and rewards. Keep lines of communication open, rotate chores that nobody enjoys doing, and enforce mutual expectations.

Another strategy for home maintenance is reducing the time needed for tasks by increasing efficiency. Kahn (1991) offers several suggestions for cleaning living spaces quickly.

1. Organize cleaning supplies into a cleaning caddy, such as a box, bucket, or plastic carrier. Include all-purpose cleaner, cleaning cloths, sponges, and a disinfectant.
2. Since approximately 40 percent of all housework is litter and clutter control, make a clean sweep of litter and clutter in a five-minute trip through the home. Carry two boxes or

containers--one for garbage and the other for items to be put away.

3. Engage in simultaneous cleaning by dovetailing tasks in the same area of the living space. In the kitchen, for instance, wipe cleaning products on appliances and countertops and allow them to work while you are starting to wash dishes.

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Learning Activities

1. Home maintenance tasks

a. Using the questions below, interview students in your school regarding practical problems that they face with regard to home maintenance. Compile the results of your interviews and design graphs to illustrate your findings.

(1) Are you regularly responsible for home maintenance tasks, such as household cleaning for your family? If so, identify three to five of those tasks for which you are responsible.
(2) Do you regularly complete the tasks for which you are responsible? Why or why not?
(3) Do your family members agree on the characteristics of a "clean" home? Why or why not?
(4) Do your family members ever have disagreements over what cleaning tasks need to be done in the home? If so, which ones?
(5) Do family members sometimes fail to fulfill their responsibilities with regard to cleaning and maintaining their living space? If so, what happens?
(6) Are you paid or do you receive an allowance for work that you do around the home?

Discussion Questions

- *What factors influence the amount of responsibility that one has in home maintenance and cleaning?*
- *What types of tasks are the students who you interviewed most likely to be responsible for?*

- *To what extent do those your age participate in home maintenance and cleaning?*
- *Are family conflicts with regard to home maintenance and cleaning tasks fairly frequent? Why or why not?*
- *Is it important for family members to share cleaning and maintenance tasks? Why or why not?*

b. In small groups, list as many household maintenance tasks as you can think of. Compare your list to **Household Tasks (p. 175).** Then decide which of these tasks should be done daily, several times a day, weekly, several times a month, monthly, or seasonally.

Discussion Questions
- *Which of these tasks are you responsible for completing in your family?*
- *Where could you go to learn how to perform tasks that you are unfamiliar with?*
- *Are these tasks important to family well-being? Why or why not?*
- *What criteria did you use to determine how often household tasks should be completed?*
- *Do family members agree on which tasks should be completed and when? Why or why not?*
- *How often are these tasks actually done in your household? Most households?*

2. Home maintenance standards

a. Write words to describe characteristics of the most undesirable living environment that you could imagine. In small groups, share your descriptions and answer the questions below. Share your responses with the class.

(1) How did this exercise make you feel?
(2) How would you feel if you had to stay in an environment with these characteristics for 24 hours?
(3) What would you do if your living environment had any of these characteristics?

Discussion Questions
- *What are the consequences of living in an environment that is below your personal standards?*
- *Is a minimum level of cleaning necessary to maintain family health and safety?*
- *What tasks help to achieve this minimum level for family well-being?*

b. In small groups, create a skit or pantomime that shows the possible consequences of poor home maintenance standards. After watching the skits, use classroom resources to identify minimum home maintenance standards that families need to follow to prevent negative consequences, such as illness or injury.

c. Read the case studies below and identify the standards related to household cleanliness for each person. Identify the consequences of maintaining and not maintaining these standards.

(1) Alan and Will are brothers who share a room. Alan is very neat; Will can't remember the last time he cleaned anything. Alan does all the cleaning in the room because Will decided that since having a clean room doesn't matter to him, it should be Alan's job to clean. Alan is getting resentful.
(2) The Bakers are a couple in their twenties with two children, one from a previous marriage of Mrs. Baker's. Mr. Baker expects his wife to do all the housework since she is home all day. After all, that's the way his mother took care of his family when he was growing up. He considers it an imposition to be asked to wash the dishes. Mrs. Baker is always tired and worn out. Mr. Baker cannot understand why.
(3) Marty is mad at her father. He thinks that since Marty is older than her sister, Judy, Marty should be responsible for cleaning the room that the two sisters share. Marty thinks that this is unfair and that Judy is taking advantage of the situation.
(4) Tina recently spent the night at her best friend's house, but she couldn't wait to get home! Her friend keeps her bedroom so neat that Tina was afraid to mess anything up. Whenever they did anything, her friend hurried to straighten everything up. It drove Tina crazy! Tina is embarrassed to ask her over to her house because it isn't as clean as her friend's.

Discussion Questions
- *Why is it important to be aware of your own standards for home maintenance as well as the standards of other family members?*
- *What happens when family members have different standards for home maintenance?*
- *Under what circumstances might such standards change?*

d. Using lists of home maintenance tasks developed earlier, rank order these tasks from most to least important. Share your rankings and discuss the criteria you used to prioritize the list.

Discussion Questions
- *What are the short-term and long-term consequences of eliminating the low priority items from your family household tasks?*
- *What are the short-term and long-term consequences of eliminating the high priority items?*
- *If you could do only one task, what would it be? Why?*
- *Who sets the standards for home maintenance in your family?*

3. Family resources

a. Make a list of the resources that families have for completing home maintenance tasks, such as those listed below.

(1) Human energy

(2) Home maintenance skills
(3) Planning and decision-making skills
(4) Natural resources
(5) Time
(6) Equipment and products
(7) Money

Discussion Questions
- *Which of these resources do your family use when completing home maintenance tasks?*
- *How might these resources vary from family to family?*
- *Why is it important to consider your resources when developing a plan to maintain your living space?*

b. After forming the family housing groups using **Family Housing Situations (p. 146)**, complete **Human Resource Assessment (p. 176)**. Discuss how much time individual family members have for completing these household tasks.

Discussion Questions
- *Why would a family want to share household responsibilities?*
- *Do you think your plan will be successful? Why or why not?*
- *Would you make a similar plan for your own family? Why or why not?*

4. Home maintenance products and appliances

a. Make a list of criteria useful in evaluating household cleaning products and appliances, such as the criteria listed below. Order the criteria, beginning with the most important factor and ending with the least important factor. Provide reasons for your rankings. Explain any differences between your rankings and those of your classmates.

(1) Price
(2) Product effectiveness
(3) Product characteristics
(4) Environmental impact of product use (packaging and waste created by product use)

b. (Teacher Note: Develop five classroom displays, each featuring one of the cleaning products or appliances listed next. Each display should feature several commercial brands of the product or appliance as well as samples of commonly found household products or resources that can be substituted for the commercial products. Collect articles from consumer magazines about the various products and appliances, and include them in the displays.) In cooperative learning groups, choose one of the cleaning product or appliance displays and compare the various alternatives by using the list of criteria developed in Activity 4a. Use a variety of methods to gain information about the products, including consumer research articles, personal experiences, and

classroom experiments. Make a chart illustrating your findings and present a report to the class. Write, present, and videotape a commercial to promote an effective cleaning product or appliance of your choosing.

Discussion Questions
- *What criteria did you consider when evaluating the various cleaning products or appliances?*
- *What do you think influences most purchases of these items?*
- *What would happen if all consumers used the same criteria when purchasing these items?*

c. Complete **Household Cleaning Products (p. 177)**. Chart your findings and decide how the information could be used by consumers when purchasing household cleaners. Discuss the economic, environmental, and product-effectiveness consequences of using home cleaning products versus commercial products in home maintenance.

5. Strategies for home maintenance

a. **FHA/HERO:** Invite the owner of a cleaning service to class to demonstrate home maintenance tasks that he or she does as part of his or her cleaning services and to recommend cleaning methods, equipment, and products that are effective for each task. Make a list of suggestions for accomplishing cleaning tasks in the least amount of time. Design a pamphlet featuring these suggestions and distribute it to individuals and families in the community.

b. In family housing groups, use the plan that you developed when completing **Human Resource Assessment (p. 176)** and the steps below to develop a plan for basic weekly housecleaning. Present your plan to the class and justify the tasks that you have selected, the responsibilities of each family member, and ways in which the plan reflects realistic goals and standards for the family situation.

(1) List the cleaning tasks to be done.
(2) Estimate the time that each task will take.
(3) Make a schedule for accomplishing the tasks.
(4) Decide who is responsible for completing the tasks.
(5) Identify the resources needed to accomplish the tasks.

Discussion Questions
- *Is your plan realistic for this family? Why or why not?*
- *How will the plan influence family leisure time, family relationships, and the well-being of family members?*
- *What would happen if the family did not follow this plan?*

c. **Action Project:** Create a home maintenance plan for your family. Implement the plan for two weeks and report on the effectiveness of your plan.

Assessment

Paper and Pencil

1. Given case studies, evaluate home maintenance tasks by selecting appropriate tasks with regard to personal and family resources, abilities, and standards.

2. Given a case study, develop a plan for sharing home maintenance tasks among family members and others that reflects the resources, developmental capabilities, and standards of family members.

3. Given examples of household appliances and home maintenance products, evaluate each with regard to efficiency, safety, and environmental impact.

Classroom Experiences

1. In small groups, develop a plan for basic weekly housecleaning for a simulated family setting. Present your plan to the class and justify the tasks that you have selected, the responsibilities of each family member, and ways in which the plan reflects realistic goals and standards for the family situation.

Application to Real-life Settings

1. Create a home maintenance plan for your family. Implement the plan for two weeks and report on the effectiveness of your plan.

HOUSEHOLD TASKS

Kitchen Tasks
- Wash dishes
- Clean up refrigerator
- Wipe off work surfaces
- Clean sink
- Sweep or mop floor
- Clean oven
- Clean appliances
- Empty garbage can

Bedrooms
- Change beds
- Make beds
- Hang up or fold clothes and put them away
- Dust furniture
- Vacuum or sweep floor
- Clean closet
- Clean curtains and bedspread
- Turn mattress; vacuum mattress and springs

Bathroom
- Empty wastebasket
- Wash sink, bathtub, and shower
- Damp mop floor
- Scrub toilet bowl
- Clean mirror
- Launder bath mat and rug

Living and Dining Areas
- Dust furniture
- Vacuum furniture
- Clean mirrors
- Vacuum carpets
- Dust light fixtures, bulbs, and lamp shades
- Wash light fixtures
- Clean curtains

All Areas
- Control Clutter
- Wash windows
- Clean closets
- Clean drawers
- Clean carpets
- Wash walls and woodwork

HUMAN RESOURCE ASSESSMENT

Directions: Write the name of each family member in a space at the top of a column. Add additional columns if necessary. Identify the ten most important household cleaning tasks for the family and list them in the first column. Consider each task and place a check in the column under each family member's name who could complete that task.

	Names of Family Members				
Household Cleaning Tasks:					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Develop a plan for this family to use in sharing houshold tasks. On the back of this page, develop a task chart for each family member, showing the tasks to be completed. As you develop the plan, consider the questions below:

- Does the family member have the time to complete the assigned tasks?
- Can some tasks be shared by more than one family member?
- Does the family member have the ability to complete the assigned tasks?

HOUSEHOLD CLEANING PRODUCTS

The chart below lists some products usually found in the home that can be used for cleaning and ways in which the product can be used. Test the effectiveness of these products at home or in the classroom laboratory and complete the information below.

Home Cleaning Product and Uses	Product Effectiveness	Advantages and Disadvantages of Using this Product Instead of a Commercial Product
Baking Soda 1. Clean tile and glass 2. Brighten aluminum 3. Absorb odors in the refrigerator 4. Absorb odors in cat's litter box 5. Help repel ants		
Vinegar and water 1. Wash windows 2. Wash walls		
Ammonia 1. Loosen grease on oven walls and racks		
Ammonia and water 1. Wash windows 2. Wash walls 3. Wash mirrors 4. Deodorize sink drains 5. Clean silverware 6. Clean ceramic tile		
Dry oatmeal 1. Clean hands of grease, oil, or dirt 2. Reduce or eliminate odors of gasoline or kerosene on hands		
Sawdust 1. Sweep wet or dusty floors in garages and basements		
Salt, or salt and water 1. Scour sinks 2. Clean and disinfect drains 3. Soak pans blackened by burned-on foods		

Resource Management

Taking Responsibility for a Global Environment

CONTENT MODULE 6

Module Overview

Practical Problem: What should I do regarding taking responsibility for a global environment?

Competency 2.0.6: Identify ways to take responsibility for living in a global environment

Competency Builders:
- 2.0.6.1 Evaluate impact of environmental issues on self and others in future generations
- 2.0.6.2 Recognize personal responsibility for use of world resources
- 2.0.6.3 Plan ways to conserve, reuse, and recycle resources

Supporting Concepts:
1. Impact of environmental issues on self and others
2. Personal responsibility for use of world resources
3. Ways to conserve, reuse, and recycle resources

Teacher Background Information

Rationale

> "Environmental concerns affect us first where we live, in our homes and communities" (World Resources Institute, 1992, p. 31).

Everyday decisions in homes and families impact the quality of air, water, food, and waste affecting the changing quality of our global environment. With the highest standard of consumption in the world, Americans use twice as much energy per capita as other industrial nations with comparable standards of living. Consequently, Americans are the major contributors to the global environmental crisis.

First, "United States homes and apartments account for the largest share of carbon dioxide (CO_2) released into the atmosphere by all industrial, commercial, and residential sources worldwide ...contribut(ing) significantly to the greenhouse effect, ozone depletion, and acid rain" (Smith in Rifkin, 1990, p. 1).

Second, "...while industry and agriculture are our major sources of (toxic groundwater) pollution, as much as 25 percent of all toxic waste originates in individual households. The major sources of these household hazards (approximately 25 gallons of hazardous chemicals per year) include automotive products.... household cleaners .... grease and rust solvents, paints and related home-improvement products, lawn and garden products.... and miscellaneous products (arts and crafts supplies, nail-polish removers, and shoe polish)" (Rifkin, 1990, pp. 11-12).

Third, the foods we choose to eat influence the amounts of pesticides used, the destruction of rain forests, and the energy and water consumed. For example, the demand for "perfect" fruits and vegetables increases the toxic pollution in groundwater. Furthermore, the demand for meat stimulates meat production, which consumes a great amount of land, water, energy, and grain--"at least ten times more water than required for grain production...and 55 square feet of cleared tropical forest to

produce...a quarter-pound hamburger" (World Resource Institute, 1992, p. 39).

Finally, the current American consumer movement and its materialistic attitude and conspicuous-consumption lifestyle contributes in many ways to the environmental crisis. Ironically, although contemporary Americans have embraced and encouraged the consumer society as a sign of a modern world and progress, the term *consumer* originated in the fourteenth century as meaning "to devour," "to lay waste," "to destroy," and "to exhaust" (Rifkin, 1990, p. xiii). One way in which the consumer movement has devoured resources is through packaging. Packaging designed solely to attract the customer and conceal the size and appearance of the product accounts for 50 percent of all paper produced in the United States, 90 percent of all glass, and 11 percent of aluminum, and contributes 50 percent of the volume and 30 percent of the weight of the municipal waste stream (Rifkin, 1990).

Since *ecology* comes from the Greek word *oikos*, which means "the household," ecological responsibility begins at home. Cumulatively, each family member's daily choices in the home and community impact the environment--for the well-being or harm of generations to come.

Background

The term *environment* is broadly defined by many ecologists as "anything that impacts on an organism during its lifetime" (Enger, et al., 1988, p. 357). Humans are organisms living in a global environment and are related to anything that impacts current well-being, worldwide interaction, and future generations. Due to rapid industrialization, overgrowing population, and infinite demands, our generation is facing a global environmental crisis (Steger, 1990; Hollender, 1990; Elkington, Hailes, & Makower, 1990). Without preventive actions, this crisis could become a catastrophe for our future generations. Each person needs to evaluate the impact of environmental issues on self and others in future generations. Considering the relationship between individuals and the environment, each individual must make changes and take personal responsibility for the use of world resources. To maintain our environment, each individual needs to plan ways to preserve, precycle, recycle, and reuse resources.

Environmental impacts involve living (biotic) and nonliving (abiotic) factors. Living things include the food supply, predators, diseases, and parasites. Nonliving factors, such as wind, sunlight, rainfall, temperature, chemical elements, and soil type, also impact the quality of the environment (Enger, et al., 1988). In the food chain, all living organisms need nutrients such as hydrogen, carbon, nitrogen, oxygen, sulfur, phosphorus, salts, and iron. Green plants are producers that absorb carbon dioxide from air, obtain water from soil, and generate food through photosynthesis. In turn, human and other animals are consumers who eat food and drink water, and return their waste to the air, water, and soil (Bertrand, 1980; Enger, et al., 1988). Nature keeps this cycle balanced.

When any one of the factors changes its characteristics or becomes dominant in the food chain, the balance is disturbed and brings a long-term threat to the world's ecosystems. This cause-effect relationship results in public concerns about the use of nuclear energy, coal, asbestos, and timber from rain forests; and about the prevention of global warming, the greenhouse effect, and acid rain. On the one hand, humans use the resources from the environment to promote the quality of life. On the other hand, humans create potential disruptions of their well-being and that of future generations.

One threat due to human demands is the greenhouse effect (Elkington, Hailes, & Makower, 1990; Hollender, 1990; Hynes, 1990; Rifkin, 1990). Overpopulation increases human demands, which

triggers the greenhouse-effect cycle: human demands enhance rapid industrialization; industrialization amplifies new technologies; technology intensifies human curiosity and generates more demands.

As the result of this cycle, the vapor and liquid waste from transportation and the solid waste from the increasing demands pollute air, contaminate water, and defile the land in a way of multiphase interaction. This interaction increases atmospheric carbon dioxide and other gases, such as methane (CH_4), chlorofluorocarbon (CFC), nitrous oxide, ozone, and others. These gases build up like a glass roof and trap heat. If the heat gets higher, it could upset fundamentally every natural ecosystem. If its effects are as widespread as predicted, crop productions and water supplies would change; seas would rise; floods would cover cities and land; pests would generate; diseases would scatter. This potential disaster could be compared to the catastrophe of nuclear war.

Acid rain--caused by coal burning, which results in sulfur dioxide emissions--is another threat to the ecosystem (Elkington, Hailes & Makower, 1990; Hollender, 1990; Hynes, 1990; Rifkin, 1990). When the rain carries acid, the natural water system is ruined. As the result, plants will be burned, animals will die by starvation, and the food supplies will be reduced. Evidence indicates that acid rain ruined over 14 percent of the forests that cover the European continent. It has polluted thousands of lakes, streams, and rivers, and has killed marine life in notable numbers (Rifkin, 1990; Steger & Bowermaster, 1990). Not only will the ecosystem be seriously influenced but the decrease in food supplies will cause wars in our future generations if each individual ignores his or her responsibility to prevent it now.

A third threat to well-being is the intensive use of pesticides, which pollute groundwater and food. In order to control plant disease and to increase fruit production, tremendous amounts of pesticides are used. Environmental scientists estimate that 300,000 farm workers are adversely affected by pesticides annually in the United States. In addition, more than 20,000 preschool children will develop cancer in their lifetime if they eat the maximum allowable level of just three fungicides (Captan, Folpet, and Mancozeb) (Hynes, 1990).

Other threats to our environment are ozone depletion, smog pollution, and hazardous waste. Ozone depletion, caused by the destructive potential of CFCs, can harm animals, plants, and humans. Smog pollution caused by growing industry produces most symptoms. Visible hazardous waste, such as bulky toxic dumps, can seriously affect the health of human beings (Steger & Bowermaster, 1990).

These environmental issues tell us that when one form of production is increased, a form of destruction is also increased. To resolve these problems and make a better life requires answering this question: What is one's responsibility for using world resources? In the *Green Lifestyle Handbook*, Rifkin (1990) suggests a new view of progress to resolve these issues. The new view of progress is centered on environmental reality and rests on our sense of responsibility to the global sweep of history and to the entire geography of the planet. This view of progress requires each individual to change to a "green lifestyle" by empathizing with others in the future whenever using world resources. Other responsibilities include enhancing the well-being of the community, sustaining the environment, protecting future generations, and respecting the rights of all other creatures. With this sense of responsibility, whenever a person uses any environmental resource, he or she will consider the consequence of this decision and ask: Is it conservable? Is it reusable? Is it recyclable?

Taking Responsibility for a Global Environment

There are several ways to **conserve resources**--directly and indirectly. First, fewer demands save the earth directly. Second, air quality can be conserved by planting trees, even on roofs of city buildings; car pooling or using mass transportation; and refusing to use rigid foam insulation. Third, water can be conserved with efficient showerheads saving 75 percent of the shower's water and with washer replacement in faucets. Water quality can be conserved by avoiding any cleaner with an acid base; using soap and water in a spray bottle for cleaning; and not using water fresheners in toilets. Indirectly, water polluters' products and excessively packaged products can be boycotted; and fast-food hamburgers boycotted if their meat comes from animals grown on land obtained by destroying the rain forests of Central or South America. Finally, letters expressing concerns can be written to legislators, oil companies, and plastic manufacturers.

Reusing items whenever possible also ensures our resources. When shopping, buying products in reusable containers reduces the waste stream, such as buying milk in refillable bottles. Reusing wrapping paper, plastic bags, boxes, and lumber; giving clothes to friends or charity; and donating old appliances to Goodwill or a local charity also save resources. Other ways to reduce waste are washing and reusing plastic silverware and plates; sharing newspapers, magazines, and catalogs with others; and having garage sales or charity pickups. Buying durable products--like multiple-use razors, batteries, and pens--rather than disposable ones reduces waste. Toxic waste can be reduced by buying nickel-cadmium batteries for radios, cassette recorders, and cameras, and recharging them.

Recycling requires only a few seconds a day and a small amount of space, but its contribution is huge. Precycling, purchasing products that can be recycled and/or are made from recycled goods, contributes to the recycling process and the efficient use of resources. Recyclable products include paper; clear, amber, and green glass; aluminum; old clothing rewoven into new cloth; motor oil; leaves, grass clippings and kitchen wastes; appliances; tin cans; and plastic (Steger, & Bowermaster, 1990; Ohio Department of Natural Resources, 1988).

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Learning Activities

1. Impact of environmental issues on self and others

a. Complete **Are You A Green Consumer? (p. 187).**

Discussion Questions
- *Were you surprised at any of the correct answers? Why or why not?*
- *Where can you go to get information about the consequences of environmental issues?*
- *Why is it important to get accurate information about environmental issues?*

b. Design a bulletin board entitled "The Ripple Effect," featuring articles, posters, and pictures depicting environmental issues. Beside these issues, identify the consequences for individuals, families, and society if we choose to do nothing about each issue. Rank order the issues according to which you believe to be most serious and far-reaching in their consequences.

Discussion Questions
- *Did our society face these issues 100 years ago? 50 years ago? 5 years ago? Why or why not?*
- *Why should we be concerned about these issues today?*
- *How can the actions of individuals influence these issues?*

2. Personal responsibility for use of world resources

a. In cooperative learning groups, choose one of the environmental issues identified on the bulletin board created in Activity 1b or one of the issues listed next, and research the effects of that issue on individuals, families, and society. List actions that individuals can take to help resolve the issue. Present your findings to the class.

(1) Waste disposal
(2) Hazardous or toxic waste
(3) Rain forest depletion
(4) Ozone layer depletion
(5) Fossil fuel depletion
(6) Dwindling fresh water supply

Discussion Questions
- *What can you do to take personal responsibility for the world's resources?*
- *Does what you are doing as an individual make a difference in the use of our world's resources? Why or why not?*
- *Why do you think so many people seem to abuse the world's resources?*

b. Consider the statements below about the effects of one person's recycling efforts. Explain how one person can make a difference in the well-being of our global environment.

(1) If you don't recycle one aluminum can, it's the same as if you filled that can with gasoline and poured the fuel on the ground. If you do recycle one aluminum can, the energy saved could operate your big-screen television for three hours. (*Eco Source Catalog*, Spring/Summer 1991, Sabastopol, CA, p. 15.)
(2) If every U.S. home that uses oil heat decreased its average temperature by six degrees, it would save 570,000 barrels of oil per day.
(3) The average American home uses approximately 300 gallons of water each day. Almost a quarter of it is flushed down the toilet!
(4) Americans use an average 2.5 million plastic bottles each hour and throw away enough glass every two weeks to fill the World Trade Center's 1,377-foot-tall twin towers.
(5) American workplaces discard enough paper each year to build a 12-foot-high wall stretching from Los Angeles to New York. (R. Zimmerman. *What Can I Do to Make a Difference*. New York: Penguin Books, 1992).

3. Ways to conserve, reuse, and recycle resources

a. Using resources such as *Don't Let a Great State Go to Waste*, a pamphlet from the Ohio Department of Natural Resources, Division of Litter Prevention and Recycling, identify ways to reduce, reuse, and recycle resources. In small groups, create posters illustrating these suggestions.

b. **FHA/HERO:** Create sixty-second public service announcements promoting ways to reduce, reuse, and recycle.

c. Bring in an item that you might normally throw away, such as those items listed below. Make a display of these items. Suggest ways to reuse each item.

(1) Old jeans
(2) Milk jug
(3) Worn out socks
(4) Worn out T-shirt
(5) Magazine
(6) Old towel
(7) Glass jar
(8) Cardboard holder for paper towels
(9) Used shoes
(10) Empty ballpoint pen

Discussion Questions
- *What would happen to these items if you threw them in the trash can at home?*
- *What are the consequences of disposing of these items?*
- *What are the consequences of reusing them in some way?*

d. **FHA/HERO:** Invite a representative from the local waste-water-treatment plant to conduct a demonstration using items that are sometimes put into our waste-water system. In a large, clear bowl, mix items such as toothpaste, soap, oil, household cleaners, and cigarette butts. Explain how water is treated and what happens to the chemicals filtered out of the water during waste-water treatment. Identify suggestions for using our water supply wisely.

e. Examine a display of food and personal care items. Evaluate the packaging on each product. Consider the purpose of the packaging, consumer use of the packaging, and whether or not the package could be reused or recycled. Explain how packaging could influence your decision to purchase an item if you were an environmentally wise consumer.

f. **Action Project:** Plan an individual environmental activity benefiting your family, such as setting up a recycling center or collecting items that could be reused by others. Keep a record of your activities, and evaluate the project based on its consequences for self, family, and others.

g. **FHA/HERO:** Make reuseable cloth bags for shopping or carrying items from place to place. Decorate the bags and encourage their use instead of plastic or paper bags, which are so often used and thrown away.

Assessment

Paper and Pencil

1. Given environmental issues, evaluate each by identifying at least three consequences of each issue for self and others in future generations.

2. Without the aid of references, write a paragraph explaining personal responsibility for the use of world resources. The paragraph should include at least three consequences of taking and not taking responsibility.

3. Given personal consumption patterns, plan at least five ways to conserve, reuse, and recycle resources.

Classroom Experiences

1. In cooperative learning groups, choose an environmental issue and research the effects of that issue on individuals and society. List positive action that individuals can take to help resolve the issue. Present your findings to the class.

2. In small groups, create posters illustrating ways to reduce, reuse, and recycle resources.

Application to Real-life Settings

1. Plan an individual environmental activity benefiting your family, such as setting up a recycling center or collecting items that could be reused by others. Keep a record of your activities, and evaluate the project based on its consequences for self, family, and others.

ARE YOU A GREEN CONSUMER?

Directions: Answer the multiple-choice questions below.

1. Of the following consumer choices, the one that most clearly benefits the environment is
   a. Using cloth diapers instead of disposable ones
   b. Using paper grocery bags instead of plastic ones
   c. Buying soft drinks in aluminum cans instead of plastic bottles
   d. Buying "green" laundry detergent instead of a standard brand

2. Which of the following will reduce your car's energy use?
   a. Driving 55 mph on the highway
   b. Proper tire inflation
   c. A tune-up
   d. All of the above

3. Which consumer product now being sold is an important source of lead exposure?
   a. Oil-based house paint
   b. Handmade ceramics
   c. Lead-soldered tin cans
   d. High-test gasoline

4. Which of these hazards is estimated to pose the greatest public-health risk?
   a. Toxic waste dumps
   b. Oil spills
   c. Radon
   d. Pesticide residues in food

5. How does buying products made from recycled paper help the environment?
   a. It saves forests
   b. It saves energy
   c. It saves landfill space
   d. All of the above

6. Which type of beverage container is most widely recycled?
   a. Aluminum cans
   b. Glass bottles
   c. Juice boxes
   d. Plastic bottles

7. Of the following individual actions, the one with the largest long-term environmental impact is
   a. Buying plastic items
   b. Owning a car
   c. Having a child
   d. Throwing out trash

8. Phosphate-free detergents are better for the environment because
   a. They don't promote growth of algae
   b. They're more biodegradable
   c. They're less toxic to fresh-water fish
   d. All of the above

9. Which of the following steps is an effective way to help save the tropical rain forests?
   a. Buying foods made with rain forest products
   b. Recycling paper
   c. Not buying teak or mahogany
   d. None of the above

10. Which of these products is the worst threat to the ozone layer?
   a. Hair spray
   b. Plastic foam coffee cups
   c. Cars
   d. Refrigerators

11. The best way to dispose of used motor oil is to
   a. Take it to an auto-mechanic shop
   b. Put it in a tightly closed container and throw it out with the household trash
   c. Pour it down the nearest storm drain
   d. None of the above

12. If global warming is occurring, which of the following actions would best help to slow it down?
   a. Not buying aerosol sprays
   b. Joining a car pool
   c. Recycling cans and bottles
   d. None of the above

13. Paper grocery bags are environmentally preferable to plastic bags because
   a. They're recyclable
   b. They're biodegradable
   c. They're made from a renewable resource (trees)
   d. None of the above

14. When you buy a fast-food burger and soda, the most environmentally destructive item on your tray is
   a. The burger packaging
   b. The paper cup
   c. The hamburger patty
   d. The plastic straw

15. The package label that best indicates that a product benefits the environment is
   a. Ozone-safe
   b. Biodegradable
   c. Recyclable
   d. None of the above

16. Throwing out garbage is environmentally harmful because
   a. It wastes energy and raw materials
   b. We're running out of landfill space
   c. Landfills can pollute the water
   d. All of the above

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Are You a Green Consumer? Answers and Explanations

1. **C. Buying soft drinks in aluminum cans instead of bottles.** Aluminum is very widely recycled, saving a great deal of energy and raw materials and avoiding much pollution. Plastic bottles, by contrast, can be recycled only in some locations. Whether to buy disposable or cloth diapers depends on local needs: cloth is best in areas that have plenty of water for laundering but less space for landfills, and disposables are better where the reverse is true. "Green" detergents offer some environmental advantage, but nonphosphate detergents are already required in most parts of the country where phosphates could damage the ecosystem.

2. **D. All of the above.** Driving at moderate speeds, keeping your car tuned up, and making sure that your tires are properly inflated and not underinflated all reduce energy use, a key to fighting global warming.

3. **B. Handmade ceramics.** The federal government sets limits on the amount of lead that can legally leach from ceramic ware. Most commercially made dishes are believed to meet strict standards. But improper glazing or firing can cause them to leach lead, especially into acidic foods like citrus juice, coffee, or tomatoes. The other items in the question all used to contain lead, but the versions sold today no longer do.

4. **C. Radon.** Radon, a naturally occurring radioactive gas, occurs at dangerous levels in many homes built over uranium-rich soil or rocks. It is estimated that radon may cause 5,000 to 20,000 of the nearly 150,000 lung-cancer deaths in this country each year. Though toxic wastes pose a huge cleanup challenge, very few people are actually exposed to such wastes. Similarly, pesticides pose a health risk, but not as great as that posed by radon. Oil spills, though they damage ecosystems, pose no direct health threat to the public.

5. **C. It saves landfill space.** Recycling paper doesn't save forests, since trees used for paper are usually grown on tree farms for that purpose and harvested at sustainable rates. It is difficult to determine if recycling actually saves energy. But recycling paper definitely preserves landfill space, since some 32 percent of municipal solid waste is paper.

6. **A. Aluminum cans.** In 1991, 62 percent of aluminum cans were recycled, by far the highest percentage of any type of container. The energy savings are by far the greatest than for any other type of recycled container. Recycling uses less than 10 percent of the energy required to make aluminum from raw materials, and creates much less air and water pollution as well.

7. **C. Having a child.** Virtually every child born into a middle-class American family can look forward to a lifetime of consuming resources and energy, and creating waste and pollution, on a scale unmatched in human history.

8. **A. They don't promote growth of algae.** The biodegradability of a detergent isn't related to its phosphate content, but depends on other components. Phosphates are not especially toxic to fish. The phosphorus they contain, however, is a key nutrient for algae, and the overgrowth of algae can indirectly harm aquatic life.

9. **D. None of the above.** Virtually all pulpwood grown for paper comes from commercially managed tree farms in the temperate zones, not from tropical rain forests. Buying foods from rain forests or avoiding wood products from them may have a small beneficial effect, depending on where the forests are and how they are grown, managed, and harvested. Ultimately, however, the destruction of tropical rain forests is being driven by overwhelming demographic, economic, social, and political pressures in the tropical nations--forces that, despite our best intentions, are largely unaffected by choices that consumers make in this country.

Are You a Green Consumer continued. . . page 3 of 3

10. **C. Cars.** Leaky automobile air-conditioning systems are the single biggest uncontrolled source of chlorofluorocarbons (CFCs), the major class of ozone-eating chemicals. Refrigerators don't leak as much and generally last longer than car air-conditioners. CFC use in almost all consumer spray cans was banned in the United States as long ago as 1978.

11. **A. Take it to an auto-mechanic shop.** Auto shops are required to recycle used oil. Uncontrolled disposal could pollute the surface water or groundwater.

12. **B. Joining a car pool.** By reducing the emissions of the leading "greenhouse" gas, carbon dioxide, carpooling does indeed help.

13. **D. None of the above.** Under current conditions, paper grocery bags actually have no discernible environmental advantage over plastic bags. Although paper bags are theoretically biodegradable, modern landfills are designed to be dry and airless, so nothing in them, including paper and food, will break down to any significant degree. In these landfills, paper bags and plastic bags alike may last for centuries. Though both kinds of bags are technically recyclable, few companies or municipalities actually collect them and recycle them. The best choice is one that's often omitted: to reuse your bags, whatever they're made of, or to use mesh or canvas bags instead.

14. **C. The hamburger patty.** The debate over the environmental correctness of beef is heated at the moment and the answers aren't fully resolved. There is nothing inherently harmful in rearing livestock, which are, after all, natural creatures with a place in the ecosystem. But it's possible to raise too many livestock--there are about 100 million cattle in the U.S. today--and to have too many in one place. That's a particular problem with modern, intensive beef-rearing practices, which use much more energy than traditional grazing methods. Cattle-raising influences water consumption and the pollution of groundwater and surfacewater due to animal wastes, pesticides, and fertilizers. It costs much more energy to produce a serving of meat than to produce grains or vegetables supplying the same number of calories. Our beef-eating lifestyle is a much bigger threat to the environment than the packaging and waste from fast-food restaurants.

15. **D. None of the above.** Any product that's theoretically recyclable can be labeled as such, even when the vast majority of consumers have no practical way to recycle it in their communities. The term *biodegradable* has no agreed-upon definition; it can mean whatever the manufacturer wants you to think it means. Theoretical biodegradability isn't worth much in today's sanitary landfills.

16. **D. All of the above.** America's garbage habits have caused a landfill space crunch. Every item purchased and discarded unnecessarily--from excess packaging to disposables that aren't really needed--represents wasted energy and raw materials. Though modern landfill designs minimize the risk of groundwater pollution, many older landfills still in service do pose a pollution threat.

Resource Management

Making Clothing Decisions

Module Overview

Practical Problem: What should I do regarding making clothing decisions?

Competency 2.0.7: Make decisions related to selecting, obtaining, and maintaining clothing for self and family

Competency Builders:

- 2.0.7.1 Identify physical, social, and emotional roles of clothing
- 2.0.7.2 Evaluate immediate and future clothing needs
- 2.0.7.3 Identify strategies for resolving conflicts regarding clothing choices
- 2.0.7.4 Develop strategies to achieve personal clothing goals based on needs, values, and resources
- 2.0.7.5 Compare ways to obtain clothing considering personal and family values and resources
- 2.0.7.6 Identify factors to consider when selecting clothing

Supporting Concepts:

1. Role of clothing
2. Factors to consider when selecting clothing
3. Strategies for resolving conflicts regarding clothing choices
4. Strategies to achieve personal clothing goals
5. Factors to consider when purchasing clothing

Teacher Background Information

Rationale

Clothing decisions--selecting, buying, and maintaining clothing--are regular responsibilities of individuals and families. These decisions have social and economic consequences. Clothing and self-adornment are believed to influence one's acceptance by others, and can result in a sense of belonging and self-esteem--human needs required for self-actualization and self-motivation.

Clothing and clothing maintenance is a major family budget item. In the United States, we spend over 75 million dollars on clothing each year. Families spend an average of 1,617 dollars per year. A knowledge of clothing maintenance will help students be effective consumers and make the most of their money. By caring for a wardrobe and buying wisely, even those students with limited budgets can dress in a manner they choose (U.S. Government, 1992).

Background Information

Clothing has physical, social, and emotional roles in our lives. In general, people wear clothing for three main reasons.

Protection. In colder climates, people wear clothing to provide warmth. They may wear garments made of wool, fur, and closely woven fabrics. In warm climates, people wear clothing to shield their bodies from the blazing sun. They may wear clothes that allow air to flow around the body, reflect the

sun's rays, and absorb perspiration. Clothing protects not only against the weather but against job hazards, roughness in sports, and other dangerous activities. In addition, people in many societies wear certain articles to protect themselves against evil or to provide luck.

People also wear clothing to provide emotional protection. Most people need to feel that they are accepted as members of society or some special group. Also, many people want to feel that they are independent individuals. Through clothing, people can tell members of a group that they share their attitudes, beliefs, and way of life. In contrast, people can dress differently to express independence from a group. Clothing can also express one's mood, through color or fit.

Communication. One's clothing may communicate many things. Many occupations are distinguished by one's clothing. Police, nurses, and mail carriers all wear uniforms that identify them as members of their occupation. The color of one's clothing is often symbolic--communicating status or emotion. For example, people in many countries wear black as a symbol of mourning. It should not, however, be assumed that their symbolism is standard for all societies, since colors may have different meanings in various societies. In the United States, we may wear white to rejoice, as in wedding gowns and communion dresses. In India, however, white is worn as a symbol of mourning (Merkel, 1991).

Decoration. Throughout history, people have felt a need to decorate themselves. In many societies, group members are distinguished by their clothing and adornment. Many people wear articles of clothing for no other reason but decoration. Decorations may be worn for personal gratification or as a sign of status or membership. Earrings, hair adornment, and other jewelry are examples of this.

Teens often wear clothing as a status symbol. For example, wearing items such as Air Jordan basketball sneakers and Starter jackets has become such a strong status indicator that the items have been known to incite violence. In cities across the country, youth are being killed for their clothing. Therefore, one should consider whether or not it is worth the risk to wear such clothing (Zuckerman, 1990).

Often children face personal conflict about the image that they want to send and the image that they are sending to their peers through their appearance. Adolescents need to be aware of the social issues related to their appearance and how their clothing conveys messages that affect other people. Many children are forced to dress in a certain manner due to their heritage or as a result of their socioeconomic level. In the fall of 1991, a study was conducted to determine adolescent clothing classifications. Teens were asked to classify their peers in relation to their appearances. Four predominate classifications were identified: jock, nerd, punk or freak, and prep. Jocks were identified by athletic clothing, such as letter jackets, jerseys, and casual items of dress. In contrast, nerds were distinguished by ungroomed hair and out-of-style clothing. Children wearing mostly black clothing with leather items were categorized as punks or freaks. Additional characteristics of this group were their unique makeup and unusual hairstyles. Overall, these children represent a visibly extreme social type that appears to be associated with rebellion. The final group, preppies, were characterized as wearing expensive, name-brand clothing. Overall, they were noted as being well-groomed and, as one student was quoted, "well-ironed"(Baizerman, Eicher, & Michelman, 1991).

Many factors need to be considered when selecting clothing. When purchasing clothing, immediate and future clothing needs are most important considerations. Deciding if a garment will be a useful addition to a wardrobe requires assessing clothing needs for present and future work, school, and

social activities as well as fashion trends and style. The garment style and pattern needs to be evaluated to see if it is a trendy item that will be out of style next season or if it is a classic cut that can be worn season after season. Other factors to consider are fabric durability and care needs and how they fit into one's lifestyle.

Cost is another major factor to consider when selecting clothing. Many students have limited budgets. Therefore, they need to establish their clothing priorities and set personal goals. Additional resources can be acquired through part-time jobs. In addition, secondhand stores, thrift shops, and home sewing can provide alternative sources of clothing. When family members have a limited clothing budget, they may be able to increase their personal wardrobes by handing down or sharing clothing if sizes permit. This will allow those individuals participating to share basic garments, allowing a larger percentage of their clothing budget to go to unique items.

Before buying a garment, the care and content label needs to be read to determine if the garment fits into one's budget and lifestyle. A garment may appear to be a bargain until one adds in the cleaning costs or figures out that the garment will be out of style next year (Pitts & Smith, 1990).

Any special laundering required by the garment needs to be considered before purchasing. Specifically, consider these points: dry-cleaning needs and trips; sharp color contrasts (which will be a concern if the colors might bleed or fade); and garments with special needs, such as hand washing.

Additional evaluation criteria are fabric content, whether the clothing is durably constructed, fit, cost per wearing, status, symbolic meaning(s), safety, long-term effect on the environment, complementary contribution to wardrobe, and the effect of the clothing purchase on others, including those in the family.

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Learning Activities

1. Role of clothing

a. Complete **Clothing Who-Did-It? (p. 203)**. Using these items from the activity and from personal experiences, make a list of practical problems that you, your family, and your friends face regarding clothing.

Discussion Questions
- *What are the consequences of these problems for self, family, and others?*
- *Did these problems exist for individuals and families twenty years ago? Ten years ago? Why or why not?*
- *Who is responsible for resolving these problems?*
- *What skills would you need to resolve these problems in ways that are best for self and others?*

b. View pictures from magazines and other sources that represent a variety of roles, such as those listed below. Write words to describe the image portrayed in each picture. Then stand beside the picture that represents the image that you would like to portray. Explain how clothing can meet physical, emotional, and social needs.

(1) Businessperson
(2) Homeless person
(3) Person wearing ethnic clothing
(4) Rock star
(5) Cheerleader
(6) Athlete
(7) Student
(8) Police officer

Discussion Questions
- *How does the clothing worn in each picture contribute to the image that you perceived?*
- *What types of clothing carry specific messages?*
- *What do your clothes say about you?*

c. In cooperative learning groups, use classroom resources such as textbooks and audiovisual materials to research the types of clothing worn in one of the historical periods listed next. Create a display with pictures illustrating the types of clothing worn. Identify factors that affected clothing styles in that time period. Explain how the role of clothing was similar to or different from the role that clothing plays in our lives today. Present your findings to the class.

(1) Revolutionary War era
(2) Civil War era
(3) Victorian era

(4) World War II era
(5) 1950's
(6) 1960's

Discussion Questions
- *Are any of the clothing fashions of the era you researched still worn today? Why or why not?*
- *How did the clothing of the era meet physical needs? Social needs? Emotional needs?*
- *Have any of these historic fashions influenced fashion today? Why or why not? What else influences fashion today?*
- *What does the clothing of that time say about the people who lived then? Their values? Their customs?*
- *If clothing is representative of culture, what types of clothing would represent our culture today?*

d. Write a one-page composition describing what you are wearing and the message you want it to communicate about you.

Discussion Questions
- *How important is clothing to you?*
- *Can clothing become too important?*
- *How does what you choose to wear meet your physical needs? Emotional needs? Social needs?*
- *How does clothing influence your self-esteem?*
- *How do the clothes you select affect others? Our environment? People in the future?*

e. **FHA/HERO:** Sponsor a "Dress Up Day" or "Dress Down Day" at your school. Interview students to determine how the clothing worn on that day affected their attitude, their behavior, and their school performance. Publish the results of your findings in the school newspaper.

f. **Action Project:** Select an ethnic group, country, or culture, and research the costumes and dress of its people. Consult resources such as books, museum displays, relatives, exchange students, or people from other countries or cultures. Compare the dress of this ethnic group, country, or culture with that of your own. Report your findings to the class.

2. Factors to consider when selecting clothing

a. Read the situations related next and describe the clothing choices that you would make for each situation. List factors to consider when selecting appropriate clothing.

(1) You have been looking for a part-time job. Your teacher at school knows about an opening at a grocery store that is just what you have been looking for. You decide to go over right after school and check it out.

(2) Your best friend just phoned and asked you to go camping next weekend.
(3) You are to be recognized for your service to FHA/HERO at your local Board of Education meeting.

Discussion Questions
- *What criteria do you use when deciding whether or not your clothing choices are appropriate?*
- *What factors did you consider when deciding what to wear?*
- *What happens when you choose inappropriate clothing?*

b. On an index card, describe a situation in which you felt that your choice of clothing was not appropriate. Put the card in a stack with those of the other students and shuffle them. In succession, have each student choose a card and describe his or her feelings in that situation, the reactions of others, and the consequences of the clothing choice.

c. Using classroom resources, define the terms *style*, *fad*, and *fashion*. Develop a display of pictures depicting styles, fads, and fashions. Explain how each is a factor when selecting clothing.

d. **Action Project:** Interview several adults to determine what the clothing fads and fashions were when they were your age. Compare your findings with the clothing fads and fashions of today. Identify those fads or fashions that have been recycled over the years.

e. **FHA/HERO:** Choose several members to dress as they would to make a good first impression. Then choose several class members to dress as if they will make a poor first impression. After viewing the chapter members' portrayal of the assignment, decide what the good-first-impression members have in common and what the poor-first-impression members have in common. In small groups, decide on appropriate clothing for chapter members to wear in the situations described next. Compare your responses with those of other groups, and explain why clothing choices are important in these situations.

(1) Regional Rally Skill Events
(2) Recognition banquet
(3) State convention
(4) District meeting

Discussion Questions
- *Are first impressions important? Why or why not?*
- *Who would you want to influence through your clothing choices?*
- *In what situations would you be particularly concerned about the first impression you make with others?*
- *What criteria did you use to determine if the clothing would make a poor first impression or a good first impression?*

3. Strategies for resolving conflicts regarding clothing choices

a. Read the case studies next and create other situations involving conflict over clothing choices.

(1) You are the youngest of four children in your family and the budget is pretty tight. Your mother always expects you to wear hand-me-down clothes that belonged to your older sister. Although there are some clothes you like, most of the stuff you can't stand to wear. By the time you get it, it's way out of style. You would love to have some new clothes, but your mother thinks that you are being selfish and that the family budget could be spent on things besides new clothes.

(2) You saved your allowance for weeks to buy a new shirt. Your brother borrowed it and then washed it, shrinking it two sizes too small for you to wear. You are furious and insist that your brother pay you for the shirt. He says it was a simple mistake that could have happened to anyone and that he doesn't owe you a thing.

(3) You just bought a new short skirt to wear to school, just like the ones your friends wear all the time. When your father sees you wearing it before school one morning, he yells at you to go change your clothes. He says the skirt is too short and tight, and that you'll have to take it back to the store. You are furious that your father is out of touch with what everyone else is wearing.

(4) You and your stepmother are shopping for a new pair of tennis shoes. You want to buy the latest style, which comes with an air-cushion pump. Your stepmother laughs when she sees the price. No way is she spending that kind of money on a pair of shoes. You tell her its the only pair you want.

Discussion Questions

- *Do many people your age experience these types of conflicts in their families? Why or why not?*
- *What causes these conflicts?*
- *What would happen if these conflicts were not resolved?*
- *How would you go about solving these problems?*
- *What conflict-resolution skills would you need to resolve these conflicts in ways that are best for self and others?*

b. In small groups, choose one of the previously identified situations involving clothing conflicts and choose a solution for the problem by using the **Practical Problem Solving Think Sheet (p. 37-38).** Role-play your solution for the class and compare your conflict-resolution skills to those outlined on **Sharpen Your Conflict Resolution Skills (p. 147).**

Discussion Questions

- *What criteria did you use to decide which solution to each problem was best?*
- *What are the consequences of your solution for self? Others?*

- *What would happen if everyone resolved such conflicts using the practical problem solving process?*
- *What conflict resolution skills are most important in these situations?*

4. Strategies to achieve personal clothing goals

a. Read the following statements and select those that represent your goals regarding clothing. Add other statements of goals that are important to you. Order the statements you selected, beginning with the one that is most important to you and ending with the one that is least important. Explain the values represented in these goals, and identify the consequences of having these values for self, family, and society.

(1) The clothes I buy should be reasonably priced.
(2) I want my clothes to last a long time.
(3) My clothes should enhance my personal characteristics and look good on me.
(4) I want my clothes to be the latest fashions.
(5) I want my clothes to impress other people.
(6) My clothes should be easy to care for.
(7) I want to recycle clothing to conserve resources.
(8) My clothes should be comfortable.

Discussion Questions
- *Which of these goals are you most likely to consider when selecting clothing?*
- *Which goals are most important to you?*
- *What happens when you purchase clothing without considering those goals most important to you?*

b. Complete **Developing a Personal Wardrobe Plan (p. 204-205).**

c. Make a poster listing ways to obtain clothing. Review the following statistics regarding how teens are likely to obtain clothing. Poll the students in your class and compare your findings to those given. In small groups, select one method of obtaining clothing, and list the advantages and disadvantages of that method. Share your lists with the class.

(1) A study of Ohio 4-H teens revealed that
92% buy ready-to-wear clothing
73% receive clothing as gifts
41% share clothing
32% get "hand-me-downs"
22% make their own clothing
17% buy resale or secondhand clothing
8% have clothes made for them

Source: J. Smith, N. Pitts, & K. Cox. *Teenage Spending and Clothing Care Practices*. Columbus, Ohio: The Ohio State University Extension Service, 1989.

d. Examine the following reasons for sewing your own clothes and identify those reasons that would motivate you to sew your own clothes. List the factors that would affect your decision.

(1) To have unique clothing
(2) Because I enjoy making things
(3) To save money
(4) To get a better fit
(5) Because I can't find what I want in ready-to-wear clothes
(6) To get better quality
(7) To use my leisure time in an enjoyable way
(8) To learn a new skill that I could use personally and professionally

e. **Action Project:** Using the personal wardrobe plan developed in Activity 4b, organize your wardrobe and set goals to carry out the plan. Keep a record of the changes you make in your wardrobe, including recycling or repairing garments, removing items that you no longer wear, and obtaining new items if needed. Write an evaluation of your project.

5. Factors to consider when purchasing clothing

a. Conduct a survey of people at various ages to learn about clothing purchase habits. Use the following questions and add other questions of interest to you. Compile the results of your survey. Complete **Clothing Purchasing Habits of Teens (p. 206-209)** and compare your findings with those on that resource.

(1) About how much do you spend on clothing each year? Each month?
(2) Where do you usually shop for clothes?
(3) With whom do you usually shop?
(4) What factors are most important to you when shopping for clothes--style, fit, price, or comfort?
(5) How often do you shop for clothes?
(6) What is the average length of a usual shopping trip for clothes?

b. List the factors that affect your clothing purchases. Rank them according to the degree of their influence, beginning with the factor that most strongly influences your clothing purchases. Compare your rankings with those of others in your class.

c. Review **Cost Per Wearing: A Tool for Evaluating Clothing Purchases (p. 210).** Choose a clothing item of your own that you recently purchased. Use the

purchase price and estimated number of wearings to figure your cost per wearing.

Discussion Questions
- *How important is price when making decisions about clothing purchases?*
- *Do you usually have unlimited resources for making clothing purchases? Why or why not?*
- *How does having little money for clothing purchases affect your decisions about clothing?*

d. Complete **Computing a Sale Price (p. 211).**

e. Using resources, list places to shop for clothing. Write the store names at the top of large posters, one name per poster. In small groups, select one poster and list the advantages and disadvantages of shopping for clothing in that particular place. Share your poster with the class.

f. **Action Project:** Choose a basic item of clothing, such as a white shirt, a T-shirt, or blue jeans. Then select three different types of stores. Shop for the clothing item in each store, and make a chart identifying how the clothing is displayed, the varieties of the item available, and the price range at each store. Make a written report explaining the differences you find in the three stores. Decide which store you would be most likely to shop in, and justify your decision.

g. **Action Project:** Keep a record of your clothing purchases; the factors you considered when making each purchase; and information about the purchase, such as amount spent, length of shopping trip, and type of store. Write a summary of the data you collected and identify whether or not you would like to change any of your clothing purchasing habits. If so, write goals to improve your spending patterns.

Assessment

Paper and Pencil

1. Without the aid of references, identify at least two examples of each of the following roles of clothing: physical, social, and emotional.

2. Using personal situations, evaluate immediate and future clothing needs by identifying activities and the clothing needed for each activity.

3. Given conflict situations regarding clothing choices, identify strategies for resolving each conflict that have positive long-term consequences for self and others.

4. Given a personal situation, develop strategies to achieve clothing goals based on needs, values, and resources.

5. Without the aid of references, compare ways to obtain clothing, considering personal and family values and resources.

6. Without the aid of references, identify at least three factors to consider when selecting clothing.

Classroom Experiences

1. In groups, use classroom resources such as textbooks and audiovisual materials to research the types of clothing worn in one period of history. Create a display with pictures illustrating the types of clothing worn. Identify factors that affected clothing styles in that time period. Explain how the role of clothing was similar to or different from the role that clothing play in our lives today.

2. Write a one-page composition describing what you are wearing and the message you want it to communicate about you.

3. In small groups, choose a situation involving conflict over clothing choices and decide on a solution for the problem by using the practical problem solving process. Role-play your solution for the class.

4. Develop a personal wardrobe plan.

5. Choose a clothing item of your own that you recently purchased. Using the purchase price and the estimated number of wearings, figure your cost per wearing.

Application to Real-life Settings

1. Select an ethnic group, country, or culture and research the costumes and dress of its people. Consult resources such as books, museum displays, relatives, exchange students or people from other countries or cultures and report your findings to the class. Compare the dress of this ethnic group, country, or culture with that of your own.

2. Interview several adults to determine what the clothing fads and fashions were when they were your age. Compare your findings with the clothing fads and fashions of today. Identify those fads or fashions that have been recycled over the years.

3. Using the personal wardrobe plan developed in class, organize your wardrobe and set goals to carry out the plan. Keep a record of the changes that you make in your wardrobe, including recycling or repairing garments, removing items that you no longer wear, and purchasing new items if needed. Write an evaluation of your project.

4. Choose a basic item of clothing such as a white shirt, a T-shirt, or blue jeans. Then select three different types of stores. Shop for the clothing item in each store and make a chart identifying how the clothing is displayed, the varieties of the item available, and the price range at each store. Make a written report explaining differences you find in the three stores. Decide which store you would be most likely to shop in, and justify your decision.

5. Keep a record of your clothing purchases; the factors that you considered when making each purchase; and information about the purchase, such as amount spent, length of shopping trip, and type of store. Write a summary of the data you collected and identify whether or not you would like to change any of your clothing purchasing habits. If so, write goals to improve your spending patterns.

CLOTHING WHO-DID-IT?

Directions: For each of the situations named below, find a different person in the class who has experienced it, and have him or her sign next to that situation. Each person in the class may sign your list only once.

Signature

_____ 1. Made a clothing purchase

_____ 2. Carefully selected something to wear for a specific occasion

_____ 3. Bought a clothing fad item

_____ 4. Looked in your closet and thought you had nothing to wear

_____ 5. Removed a stain

_____ 6. Washed a load of laundry for the family

_____ 7. Ruined a garment by improper laundering

_____ 8. Wished for a bigger wardrobe

_____ 9. Recycled an old garment

_____ 10. Were told you couldn't wear something by a parent or other authority figure

_____ 11. Told someone how nice their clothing looked

_____ 12. Chose something to wear because you knew your friends would like it

_____ 13. Saw an advertisement that made you want to buy an item of clothing

_____ 14. Wanted to buy an item of clothing, but felt it was too expensive

_____ 15. Borrowed an item of clothing from a friend or family member

Adapted from *STEPS Curriculum*. Charleston, West Virginia: Department of Education, 1991.

DEVELOPING A PERSONAL WARDROBE PLAN

To develop your wardrobe plan, follow the steps listed below.

1. **Take a wardrobe inventory.** Take all the clothes out of your closet and try on each one, even if you have not worn it in a while. Check each to see if the style is up to date, the color is pleasing, the fit is appropriate, and cleaning, mending, or altering is needed. Separate and set aside the ones that should be repaired, revised, or retired. Exchange, sell, or give away items you wish to retire from your wardrobe.

2. **Evaluate the clothes you now have.** Take a closer look at the clothes you have in your present wardrobe. List each item in the categories of the chart on the next page.

3. **Make note of the outfits you have.** Decide what type of occasion each garment can be used for. Across from where you have listed the garment, make a check mark under as many headings as apply. You can use the last column to make your own heading if you have special wardrobe needs.

4. **Evaluate your completed charts.** What activities have the most check marks under them? If those are the activities that you participate in most often, then your wardrobe is well suited to your needs. Do you see any gaps in your wardrobe chart-a type of clothing you could use more of? Could you use items that need to be repaired or revised to fill in the gaps? On the back of this page, write a paragraph explaining your conclusions.

5. **Repair or revise items that will fit into your wardrobe plan.** If it looks as if an item will not fit into your plan even if repaired or revised, put it with other clothes to be retired.

6. **Plan any necessary clothing purchases.** When considering other items, ask yourself what you like about your favorite items from your existing wardrobe:

   - *What are the styles of your favorite garments?*
   - *What care is required for them?*
   - *What company manufactures them?*
   - *What construction details do you like about them?*
   - *What are the main differences between your satisfactory and unsatisfactory clothing items?*

DEVELOPING A PERSONAL WARDROBE PLAN

	School	Casual	Work	Dress	Sports	Other_____
Shirts or Blouses						
Jeans						
Skirts or Pants						
Sports Clothes and Sweaters						
Jackets or Coats						
Dresses or Suits						
Accessories						

CLOTHING PURCHASING HABITS OF TEENS

Directions: In small groups, choose one of the following four tables describing teens' clothing purchasing habits. Interpret the information in the table and write statements that summarize the findings of the data. Share these statements with the class.

Table 1
Shopping Practices of Teens

Average Times Per Month That Teens Shop for Clothing: 2.4

Average Number of Hours Spent Per Trip: 3.6

Types of Shopping Practices Used:
Teens indicated how often they used each of these shopping practices on a scale of 0 for never, 1 for sometimes, 2 for usually, and 3 for always.

Shopping Practices Usually or Always Followed	Number of Responses	Percent	Mean
• Shop for a specific item	97	60.6	1.70
• Browse, considering general wardrobe needs	87	54.6	1.68
• Buy after browsing without a definite plan	60	37.5	1.35
• Shop for a specific brand	50	31.3	1.16
• Buy on impulse	19	11.9	.84

Number of teens surveyed=158

Source: J. Smith, N. Pitts, & K. Cox. *Teenage Spending and Clothing Care Practices*, Columbus, Ohio: The Ohio State University Extension Service, 1989.

CLOTHING PURCHASING HABITS OF TEENS

Table 2
With Whom Do Teens Prefer to Shop?

Shopping Preferences	Specify the Degree of Preference				
	Unimportant	Of little importance	Important	Very Important	Mean
Alone	56.7	26.0	14.7	2.7	1.63
With Friends	9.1	22.7	47.4	20.8	2.79
With Brothers Or Sisters	22.4	36.8	30.3	10.5	2.25
With Parents	5.1	28.7	45.9	20.4	2.81

CLOTHING PURCHASING HABITS OF TEENS

Table 3
Importance of Product Information Sources

Source	Degree of Importance				
	Not Applicable	Not Important	Little Importance	Important	Very Important
Newspaper	21%	27%	28%	21%	3%
Magazine	8%	14%	35%	37%	6%
TV or Radio	15%	20%	32%	25%	8%
Store Displays	3%	11%	24%	43%	19%
Labels and Hangtags	4%	15%	26%	33%	22%
Store Clerks	4%	25%	41%	23%	7%
Family Members	3%	10%	24%	49%	14%
Home Ec Teacher	57%	19%	19%	4%	1%
4-H Advisor or Project	42%	16%	18%	21%	1%
Friends	2%	4%	12%	51%	31%

CLOTHING PURCHASING HABITS OF TEENS

Table 4
Importance of Clothing Characteristics in Selection

Teen indicated degree of importance on a scale of 1 for unimportant, 2 for being of little importance, 3 for being important, and 4 for being very important.

CHARACTERISTIC	MEAN
Fit of garmet	3.68
General appearance of garment	3.52
Comfort	3.49
Attractiveness of garment	3.43
Price	3.42
Fashion	3.26
Color	3.16
Construction	3.12
Other clothes in wardrobe	2.69
Fabric	2.67
Care	2.61
Brand name	2.41
Items like friends wear	2.33

Number of teens surveyed=158

COST PER WEARING: A Tool for Evaluating Clothing Purchases

Cost per wearing is a tool to use when deciding whether or not purchasing a garment is an efficient use of your money. You may spend a considerable amount of money for an item, but if you plan on wearing it frequently, it may well be worth it. On the other hand, even a relatively inexpensive item, if worn only once, can have a high cost per wearing.

The formula for cost per wearing is as follows:

$$\frac{\text{Cost of the garment}}{\text{Number of wearings}} = \text{Cost per wearing}$$

Example: You wish to purchase a prom dress for $125. You will probably wear the dress only once.

$125 ÷ 1 = $125 cost per wearing

If the item must be dry cleaned, you may want to add in the cost of cleaning per wearing. Estimate the number of times you will be cleaning the item during the life of the garment and the cost per cleaning. Add that number into the cost of the garment using the following formula:

$$\frac{\text{Cost of the garment + cost of cleaning (number of cleanings x cost per cleaning)}}{\text{number of wearings}} = \text{cost per wearing}$$

Example: You wish to purchase a winter coat for $175. You anticipate that you will wear the coat seven days each week for about 4 months, which is about 120 wearings. In addition, you anticipate that the coat will need to be cleaned twice at a cost of $10 per cleaning.

$175 + $20 = $195
$195 ÷ 120 = approximately $1.63 per wearing

Determine the cost per wearing for each of the following examples:

1. You are considering buying a bathing suit for $45. You are on the swim team at school. Your season is 10 weeks long, and you will have a practice or a swim meet five days out of every week.

2. You have selected a pair of athletic shoes for playing basketball. They cost $95. In addition to wearing them when you play basketball, you will probably wear them to school now and then. You estimate that you will wear them about four times a week, and that they will probably last about eight months.

3. You found a pair of jeans on sale for $35. You anticipate wearing them about twice a week. They will probably last at least a year.

4. A silk shirt will be worn about six times in one season. The shirt costs $50. You estimate that it will be dry-cleaned three times at a cost of $5 per cleaning.

COMPUTING A SALE PRICE

As a consumer shopping for clothing, you can compare several types of garments by the price. When you notice that an item is on sale, it may be advertised as a percentage of the original price. If an item is on sale, it may or may not be less expensive than other items, depending on the final sale price. Practice computing a sale price in each of the situations listed below. Show your work for each problem.

1. If you find a garment that sells for $75 on sale for 33 percent off, what is the sale price of the garment and how much would be saved at the sale price?

   Sale price _____

   Amount saved _____

2. The school dance is in two weeks. Your parents and you have discussed purchasing a new sweater. At Store A, promotional sales advertise the sweater at 33-1/3 percent off the regular price of $40. However, at Store B, the same sweater is advertised for 25 percent off the already marked down price of $32. Which is the better buy?

   Sale price at Store A _____

   Sale price at Store B _____

3. You have been looking for a new pair of shoes. A discount store offers them for $29.99. You saw a television ad for the same shoes at a department store. They are 25 percent off the original price of $42. Which is the better buy?

   Sale price at the discount store _____

   Sale price at the department store _____

4. You wanted to buy a new sweat suit at a specialty store at the mall. It was $55, and you thought it was too expensive at the time. Now the store is going out of business and everything is 40 percent off the original price. What will be the new price on the sweat suit and how much would you save?

   Sale price _____

   Amount saved _____

Adapted from *Time Out for Clothing*. Columbus, Ohio: Ohio State University Extension, 1990.

Resource Management

Maintaining Clothing

Module Overview

Practical Problem: What should I do regarding maintaining clothing?

Competency 2.0.8: Maintain clothing for self and family

Competency Builders:

- 2.0.8.1 Describe ways that family members can share clothing care responsibilities
- 2.0.8.2 Evaluate equipment and laundry supplies for efficiency, safety, and environmental impact
- 2.0.8.3 Use product and label information when caring for clothing
- 2.0.8.4 Decide type of care needed for maintaining and storing clothing
- 2.0.8.5 Perform clothing maintenance, minor repair tasks, and basic clothing construction tasks

Supporting Concepts:

1. Practical problems related to maintaining clothing
2. Sources of information about clothing care
3. Clothing care responsibilities
4. Laundry supplies and equipment
5. Clothing storage
6. Clothing repair and construction

Teacher Background Information

Rationale

With the increase in dual-career and single-parent families, the need for all family members, including adolescents, to be involved in clothing maintenance responsibilities is increasing. Clean and well-cared-for clothing is necessary for teenagers and adults to be accepted socially and held in esteem at school and at work. Furthermore, the life of garments can be extended with care and maintenance, thus reducing clothing expenditures. Adolescents gain confidence and develop a positive self-esteem with competence in garment care and maintenance.

Background Information

Family members can share clothing care responsibilities as their age and capabilities allow. First, self-reliance, independence, and control over the environment must be learned. Adolescents can assume laundry or dry-cleaning tasks as part of their family responsibilities.

In order to take responsibility for clothing care, family members need to be made aware of the daily clothing care activities that they may take for granted. Laundering clothing includes collecting dirty clothing, sorting, washing, drying, ironing, hand washing items, and putting the clean clothing away. In addition, "dry-clean only" clothing must be taken to the dry cleaner and picked up, often on a weekly basis. If young children are a part of the family, clothing care responsibilities increase and may include laying clothing out and helping infants and toddlers get dressed. The way in which family members choose to share these activities will depend on the abilities of family members as well as time

and other resources available to the family.

The most easily accessible information about how to care for clothing can be found on labels attached to the garments. Label information should be considered not only at the time of cleaning but also at the time of purchase. Garments that will be worn frequently--for example, children's play clothing--should be easy to care for. The manufacturer is legally responsible for the presence and accuracy of the care instructions and fabric content on apparel products. One of the legislative acts that helps enforce this is the Textile Fiber Products Identification Act. This act states that all textile products for sale must have a label giving the content of each fiber in that garment to within three percent. In addition, the Permanent Care Labeling Rule states that the manufacturer is responsible for a set of care instructions that will not damage the garment. Another legislative act that one should be aware of is the Flammable Fabric Act, which makes manufacturers of children's sleepwear and all other textile producers responsible for meeting a specific flammability requirement (Merkel, 1991).

Once the method of clothing care has been determined, the process of laundering the clothing can begin. It is important to be aware of the best methods of removing stains, since a stain improperly treated can ruin a garment, wasting family resources. All stains can be categorized into four main types: solvent-soluble soils, water-soluble soils, insoluble soils, and soils soluble by chemical or special agent. **Solvent-soluble soils** are soils that are dissolved by dry-cleaning solvent only. Mineral oils, waxes, and greases are a few examples of solvent-soluble soils. **Water-soluble soils** appear as one of two types, neither of which is soluble in dry-cleaning solution. First are the soils that are completely soluble in water. These stains can be removed in regular washing. Examples of these soils are sugar, salt, perspiration, foods, and beverages. The second type of stain is partially soluble in water. These stains are built up. They do not penetrate the fabric completely, but lay on the surface. Ketchup, mustard, and soups are some examples of this type of stain. These stains can be removed during normal washing if a stain remover is used. **Insoluble soils** cannot be dissolved by dry-cleaning solvents, water, or special solvents. Examples of this type of soil are lint, dust, carbon, and sand. These soils are removed by agitation and filtration dispositioning and repositioning of soil. **Soils soluble by chemical or special agents** are not soluble in dry-cleaning solution or water. These soils can be removed only with a special solvent or substance like fingernail polish remover. Ink, adhesives, rust, and paint are examples of this type of soil (Pitts & Smith, July 1990).

There are many stain-removal products available to consumers. Enzyme products can be found in products like Biz and Axion, which are marketed as bleaches containing enzymes. They break down protein types of stains. To be most effective, a presoak time of thirty minutes should be allotted for most stains. Warm or hot water and chlorine bleach should not be used with enzyme products because they inactivate the enzymes. Enzyme products should not be used on protein fibers, such as silk, wool, cashmere, or mohair, because they can damage these fibers. Detergent formulations, such as Era Plus, Dynamo, and Tide, may also contain enzymes, and a garment soaked in detergent can also be damaged.

An additional stain-removing category is pretreatment stain removers. Pretreatment products, such as Shout, Spray'n Wash, and Clorox, are used to treat oily dirt and stains just before washing and without presoaking (Pitts & Smith, July 1990). When purchasing stain-removal products, consumers should read labels carefully to match the product characteristics with their own stain-removal needs.

To extend the life of clothing, families should also consider proper storage. Effective storage principles fall into two areas: the organization of clothing that is currently being used, and the

organization of clothing that is off-season and not being used. In addition, one should develop a discarding process to get rid of clothing that is not being worn due to fit, style, or overuse.

Effective management of storage begins with evaluating, sorting, and weeding out clothing that is not functional. Everything in the closet should fit, be in good repair, and receive regular wear. In order to truly clean a closet, one must clear out everything and try everything on. Then create three piles: (1) wearable clothing, (2) clothing that is wearable if repaired, and (3) clothing that is rejected by you but useful for recycling. Next, each family member should sort through the wearable pile to see what can be removed from the closet. If a garment has not been worn within the last two years, it is likely that it will not be worn again, and therefore should be discarded. If there are items that family members are not wearing yet are choosing to keep, such as nostalgic garments, they should be boxed and put into storage. Finally, ship out rejects, and begin to organize the wardrobe. There are many storage devices on the market that can help you provide more organizational space in a closet. Examples are closet systems, shoe racks, and tie and belt hangers.

When organizing an active wardrobe:

(1) Keep like things together, such as blouses or shirts, jackets, and trousers.
(2) Keep most frequently used garments convenient. For example, keep a favorite sweater on the top of a sweater pile, and keep undergarments in an easily accessible drawer near a dressing area.
(3) Leave significant space between clothing. The space will prevent wrinkling and distorting.

Seasonal items of clothing not worn should be put into storage. Clothing should be stored in a low-humidity area. Consequently, attics and basements may not be good storage areas. Items made of natural fibers are best stored in a cedar chest or closet. If this is not available, however, mothballs or some other form of insect repellent should be placed in the storage area to prevent infestation.

It is important to clean clothing before putting it in long-term storage. If stains or soils are left on the clothing, it may cause permanent damage to the clothing. Insects may feed on the stains, or mildew may occur. In addition, avoid using laundry additives during the garment's final cleaning. Laundry additives, such as starch, can attract insects, and softeners can cause yellowing of fabrics during storage. If the clothing is dry-clean only, have the garment cleaned but not pressed (Pitts & Smith, March 1990). Clothing should not be stored in polyethylene plastic bags like those used by many dry cleaners. This type of bag may cause yellowing of fabrics, especially white fabrics (Pitts & Smith, March 1990).

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Learning Activities

1. Practical problems related to maintaining clothing

a. View the **Hi and Lois Cartoon (p. 223)**. Identify the problem in the situation and the feelings experienced by Chip. Read the situations next and identify the problem in each situation. Share similar problems that you have experienced with clothing.

(1) Gina has lots of clothes, but most of the time what she has is either dirty or needs some kind of repair. Frequently, she feels that she has nothing to wear.
(2) Ron's mother bought him a great shirt on sale at a local discount store. The only thing wrong with it is that it was missing a button. Unfortunately, neither Ron nor his mother has had time to fix the buttons, so Ron has never worn the shirt.
(3) Diane shares a room with her sister, which has one small closet and a dresser with a couple of drawers. They have so many clothes that there is no room in the drawers and no hanging space in the closet. The extra clothes are crammed on the closet floor. Consequently, their clothes are always wrinkled.
(4) Cole accidently put bleach into a load of laundry and ruined several shirts and a pair of blue jeans.
(5) Julie bought an expensive shirt that he loved. The first time she washed it, however, she forgot to read the care label and it faded. Now she hates the way it looks.
(6) Soni made a pencil mark on her new peach-colored rayon shirt. She tried to spot-clean it with fingernail polish remover. Now there is a white spot on the front of the shirt where the color faded.

Discussion Questions
- *What are the consequences of these problems for the individuals in each situation? Their families? Society?*

- *How would you feel if you were in these situations?*
- *What could have been done to prevent these problems?*
- *What information do you need to know to solve these problems?*
- *Where could you find reliable information about maintaining clothing?*

2. Sources of information about clothing care

a. Bring in one or two items of clothing from your wardrobe, or examine samples of clothing in a classroom display. On each piece of clothing find the label that indicates the fiber content. Using **Fibers Used in Fabrics: A Guide to Characteristics and Care (p. 224)**, identify the fiber characteristics of each garment and the care instructions based on the fiber content. Then read each of the situations below and predict the consequences of the situation.

(1) Your new T-shirt is 100 percent polyester and the tag says "hand wash and dry flat." You hate to wash anything by hand, so you throw it in the washing machine and dryer.
(2) You throw your cotton-and-ramie-blend sweater in the dryer even though the care instructions say "dry flat."
(3) You wash your wool sweater in the washer and dry it in the dryer even though the tag says "dry-clean only."
(4) You wash your sweatshirts, a wool sweater, and an acrylic sweater in the washer, and then put everything in the dryer.

Discussion Questions
- *Which fibers appear most often in the garments you wear? Why?*
- *Which fibers are in the clothes that you like the best and wear the most?*
- *Which fibers are in the clothes that you like the least and wear the least?*

b. Review **Consumer Care Guide for Clothes (p. 225)** and describe the care label language in your own words. Using the clothing displayed in Activity 2a, complete **Care Label Information (p. 226)**. Explain what labels tell us about clothing and why they are important.

3. Clothing care responsibilities

a. Make a list of the specific clothing care responsibilities that you have in your family. Share your lists with the class and compile statistics on how many students in your class perform the various responsibilities.

Discussion Questions
- *Would you describe your role in doing the family laundry as being high in responsibility or low in responsibility? Why?*
- *Which tasks could you undertake to help share the family laundry responsibilities more equally?*

- *What skills do you need to develop? What information do you need to learn more about in caring for clothing?*

b. View **The Laundry Process (p. 227)** and **Sorting Clothes (p. 228)**. Watch a teacher demonstration of the laundry process, including sorting clothes, using the washing machine, using the dryer, and hanging and folding clothes.

Discussion Questions
- *How can this process be accomplished in your family?*
- *What happens when one or more of the steps is not followed?*
- *What can be done to help family members fulfill their part of the laundry process?*

c. Complete **This Is The Way We Wash Our Clothes (p. 229).**

d. In cooperative learning groups, conduct a stain-removal experiment. Choose a common stain. Using swatches of the same fabric, make three swatches with a particular type of stain. Using **Removing Stains (p. 230)**, treat one swatch using the recommended method, the second with an alternate treatment, and the third using regular washing and drying conditions. Make a chart describing each treatment and the corresponding results. Share your findings with the class. Explain why it is important to remove stains before laundering and to communicate to those responsible for laundering that an item is stained.

e. **Action Project:** Do your family's laundry for one week or one month. Evaluate the results as to personal feelings, time involved, effect on interpersonal relationships in the family, and effectiveness of your laundering techniques.

4. Laundry supplies and equipment

a. Bring in examples of laundry supplies, such as detergents, bleaches, stain-removal products, and fabric softeners. Using consumer research magazines, make a list of criteria for evaluating these products. In cooperative learning groups, choose one type of product and test three brands of the product. Create a chart illustrating your findings. Compare your findings to those published in consumer research magazines. Make a list of products that your class would recommend.

b. **FHA/HERO:** Invite a community development and natural resources agent from your local Ohio State University Extension Service to explain the environmental impact of home laundry products and procedures. Identify alternative products and procedures that have minimal negative environmental effects.

Discussion Questions
- *Why should you be concerned about envrionmental issues when making decisions about caring for clothing?*
- *What are the long-term consequences of home laundry procedures that waste resources?*
- *What can you do to practice environmentally wise laundry procedures in your family?*

c. In cooperative learning groups, use a care and use booklet to prepare a demonstration on the proper use of a washer or dryer. Present your demonstration to the class.

5. Clothing storage

a. Read the case study below and list ideas for improving clothing storage in the case study. Identify the consequences of following and not following effective clothing storage strategies.

(1) After basketball practice on Friday, Turrand walked home in the pouring rain. His shoes were soaked, so he took them off and threw them in a damp corner of the garage. He threw his wet wool letter jacket on top of a stack of the family coats. He tossed his gym bag--which contained a shirt he had stained with pizza sauce at lunch, his wet towel, and smelly practice clothes--near the laundry hamper. His mom would find it when she went to the laundromat on Sunday. His sister had folded some clean clothes and put them on his bed. Turrand crammed them into a drawer of his dresser to get them out of the way and turned on the television to enjoy an evening of his favorite shows.

b. Review **Tender Care Means Longer Wear (p. 231)** and **Be a Jump Ahead (p. 232)**.

Discussion Questions
- *Which of these clothing care practices do you use now?*
- *Which of these clothing care practices would you like to improve?*
- *What are the consequences of following and not following these suggestions?*
- *How will the tender care of clothing affect our global environment?*

c. **FHA/HERO:** Organize a community project or fund-raiser, such as a garage sale or an exchange day in which members bring in clothing that they no longer use and sell it or exchange it with someone who will use the item.

d. **Action Project:** Evaluate your clothing storage practices. Set a specific goal to organize storage space, improve preventive care, or follow daily storage practices. Chart your progress toward your goal.

6. Clothing repair and construction

a. View the **Sally Forth Cartoon (p. 233)** and identify the practical problem in the situation. Share a similar experience that you have had. Using resources such as the Ohio State University Extension Service series *Stitch 'n Save It*, determine the procedures for doing the following simple mending tasks. Investigate the cost of purchasing these services in your community.

(1) Sew on a button, and patch fabric under the button
(2) Hand-hem slacks, a skirt, or trousers
(3) Repair a seam
(4) Replace waistband elastic
(5) Repair a loose pocket
(6) Patch the knees in pants

Discussion Questions
- *Why are these skills important?*
- *What are the consequences of not making repairs for self? Family? Environment?*
- *What choices do you have if you do not make the repairs?*
- *How could you learn these skills if you did not know how to do them?*

b. **Action Project:** Repair clothing belonging to members of your family. Bring in the items of clothing, share them with the class, and explain the procedures that you used on each item and the reaction of family members when the clothes were repaired.

c. Using resources, identify basic clothing construction skills. Watch a teacher demonstration of each skill. Then practice the skills by recycling a garment that you own or constructing a garment that will help you achieve your clothing goals.

d. **FHA/HERO:** Organize a class sewing project to practice basic sewing skills that will be donated to an organization that helps others, such as a quilt for critically ill children or the homeless, or bibs or aprons for those with disabilities. Develop a plan assigning students to the various sewing responsibilities, rotating duties. Use **Clothing Lab Responsibility (p. 234)** to help chapter members evaluate their responsibility for clothing project duties. Following the project, write a paragraph describing your feelings about this community service experience.

e. **Action Project:** Choose a sewing project to construct at home for yourself or another family member. Bring the finished garment to class or wear it to school. Write an evaluation of your project, explaining what skills you learned, your use of resources, and the consequences of the project for yourself and your family.

Assessment

Paper and Pencil

1. Given a case study, describe at least three ways that family members can share clothing care responsibilities.

2. Given several examples of laundry equipment and supplies, evaluate each by identifying the consequences of their use with regard to efficiency, safety, and environmental impact for self, family members, and society.

3. Given case studies, decide the type of care needed for maintaining and storing clothing that will meet family needs and resources.

Classroom Experiences

1. Using items of clothing, find the label that indicates the fiber content. Make a chart identifying the fiber characteristics of each garment and the care instructions, which are based on the fiber content.

2. Given examples of items to be laundered, appropriately sort the items for laundering.

3. Conduct a stain-removal experiment. Choose a common stain. Using swatches of the same fabric, make three swatches with each type of stain. Treat one stain using the recommended method, another using an alternate method, and a third using normal washing and drying procedures. Summarize your findings.

4. Using examples of laundry supplies, such as detergents, bleaches, stain-removal products, and fabric softeners, compare each with regard to function, proper use, and cost per load of laundry.

5. In small groups, prepare a demonstration on the proper use of a washer or dryer. Present your demonstration to the class.

6. In a laboratory setting, perform at least three clothing maintenance tasks, three minor repair tasks, and two basic clothing construction tasks.

7. Choose a class sewing project and organize construction, cleanup, and lab management responsibilities for the project. Develop a plan assigning students to complete these responsibilities, rotating duties.

Application to Real-life Settings

1. Do your family's laundry for one week or one month. Evaluate the results as to personal feelings, time involved, effect on interpersonal relationships in the family, and effectiveness of your laundering techniques.

2. Evaluate your clothing storage practices. Set a specific goal to organize storage space, improve preventive care, or follow daily storage practices. Chart your progress toward your goal.

3. Repair clothing belonging to members of your family. Bring in the items of clothing, share them with the class, and explain the procedures that you used on each item and the reaction of family members when the clothes were repaired.

4. Choose a sewing project to construct at home for yourself or another family member. Bring the finished garment to class or wear it to school. Write an evaluation of your project, explaining what skills you learned, your use of resources, and the consequences of the project for yourself and your family members.

HI AND LOIS CARTOON

Hi and Lois
by MORT WALKER and DIK BROWNE
MOM!! DAD!!
COACH WEYLAND IS STARTING ME AT QUARTER-BACK IN OUR GAME THIS AFTERNOON
GOOD GOING, SON
© King Features Syndicate, Inc., 1974 World rights reserved
SHALL I MAKE YOU SOME LUNCH?
I'M TOO EXCITED TO EAT, MOM! I'VE GOT TO GET CLEANED UP!
THIRSTY IS GOING WITH ME TO WATCH CHIP PLAY
POOR CHIP JUST HAD A TERRIBLE ACCIDENT
DIK BROWNE
WHAT HAPPENED?
HE PUT HIS UNIFORM IN THE WASHER AND THE COLORS RAN
10 20
SOB
I JUST CAN'T PLAY IN PINK PANTS...I JUST CAN'T!

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FIBERS USED IN FABRICS: A GUIDE TO CHARACTERISTICS AND CARE

Fiber	Characteristics	Typical Garments	Care
NATURAL Cotton	• is very absorbent • is durable • wrinkles easily • is comfortable to wear	• shirts • sportswear • T-shirts • jeans	• machine-wash and tumble dry • iron unless treated to be wrinkle-resistant
Linen	• is durable • wrinkles easily	• suits • dresses	• wash in cool water • iron
Silk	• is soft and lustrous • may fade • drapes well • wrinkles	• shirts • suits • dresses	• usually, dry-clean • may be hand-washed • do not use chlorine bleach
Wool	• is warm and comfortable • is very absorbent • sheds wrinkles • may shrink • may pill, mat into little balls	• suits • sweaters • sportswear • dresses • socks	• usually, dry-clean • may be hand-washed and drip dried
SYNTHETIC Acetate	• has a silk-like look • drapes well • is subject to abrasion • is heat-sensitive • loses strength when wet	• shirts • formal dresses	• usually machine-wash gently • do not wring or twist • iron on a low setting
Acrylic/ modacrylic	• resembles wool • may pill • is wrinkle-resistant • is soft, fluffy, and bulky • may have static electricity	• sweaters • sportswear • sleepwear • synthetic furs	• machine-wash with warm water and tumble dry • use fabric softener to reduce static electricity
Nylon	• is very strong • is durable • is subject to abrasion • does not shrink or stretch • is not very absorbent • tends to pick up soil and dye during washing	• shirts • jackets • sweaters • sportswear • pants • dresses • underwear	• machine-wash and tumble dry • use fabric softener to reduce static electricity • use a warm iron
Polyester	• is strong • may pill • is very wrinkle-resistant • does not shrink or stretch • attracts and holds oily stains • picks up soil and dye when washed	• suits • sweaters • pants • dresses • fiberfill for jackets	• pretreat greasy stains • machine-wash and tumble dry • use fabric softener to reduce static electricity • use a warm iron
Rayon	• is absorbent • has a high shine • may lose strength when wet	• shirts • suits • jackets • dresses	• machine-wash gently • may require dry cleaning
Spandex	• is stretchy • may weaken or yellow over time • is lightweight	• children's clothes • swimsuits • exercise clothes • underwear	• machine-wash and tumble dry on low setting • do not use chlorine bleach

Source: J. L. Rieker and G. House. *Succeeding On Your Own.* Harcourt Brace Jovanovich, Publishers, Inc., 1986.

CONSUMER CARE GUIDE FOR CLOTHES

	When Label Reads:	*It Means:*
Machine Washable	Machine Wash	Wash, bleach, dry, and press by any customary method, including commercial laundering and dry cleaning
	Home launder only	Same as above, but do not use commercial laundering
	No chlorine bleach	Do not use chlorine bleach; oxygen bleaches may be used
	No bleach	Do not use any type of bleach
	Cold wash; cold rinse	Use cold water from tap or cold washing machine setting
	Warm wash; warm rinse	Use warm water or warm washing machine setting
	Hot wash	Use hot water or hot washing machine setting
	No spin	Remove wash load before final machine spin cycle
	Delicate cycle; gentle cycle	Use appropriate machine setting; otherwise, wash by hand
	Durable press cycle; permanent press cycle	Use appropriate machine setting; otherwise, use warm wash, cold rinse, and short spin cycle
	Wash separately	Wash alone or with like colors
Non-Machine Washing	Hand wash	Launder only by hand in lukewarm (hand comfortable) water; may be bleached; may be dry cleaned
	Hand wash only	Same as above, but do not dry clean
	Hand wash separately	Hand wash alone or with like colors
	No bleach	Do not use bleach
	Damp wipe	Surface clean with damp cloth or sponge
Home Drying	Tumble dry	Dry in tumble dryer at specified setting–high, medium, low, or no heat
	Tumble dry; remove promptly	Same as above, but in absence of cool-down cycle, remove at once when tumbling stops
	Drip dry	Hang wet and allow to dry with hand shaping only
	Line dry	Hang damp and allow to dry
	No wring; no twist	Hang dry, drip dry, or dry flat only. Handle to prevent wrinkles and distortion
	Dry flat	Lay garment on flat surface
	Block to dry	Maintain original size and shape while drying
Ironing or Pressing	Cool iron	Set iron at lowest setting
	Warm iron	Set iron at medium setting
	Hot iron	Set iron at hot setting
	Do not iton	Do not iron or press with heat
	Steam iron	Iron or press with steam
	Iron damp	Dampen garment before ironing
Miscellaneous	Dry clean only	Garment should be dry cleaned only, including self-service
	Professionally dry clean only	Do not use self-service dry cleaning
	No dry clean	Use recommended care instructions; no dry cleaning materials to be used

Source: Consumer Affairs Committee, American Apparel Manufacturers Association, Inc.

CARE LABEL INFORMATION

Directions: Using the care labels on three garments displayed in the classroom, complete the information on the chart below.

ARTICLE OF CLOTHING

Label Information	Item 1:	Item 2:	Item 3:
Fiber content			
Care instructions			
Country where manufactured			
Manufacturer's name and address			
Size			
Other			

1. Which information on the label do you think is most helpful? Why?

2. Why is it important to read the care label on clothing?

Source: *Time Out for Clothing*, Columbus, Ohio: Ohio State University Extension, 1988.

THE LAUNDRY PROCESS

1. Collect clothes

2. Prepare clothes

   Make minor repairs
   Check zippers and pockets
   Sort
   Treat stains

3. Wash

   Choose wash and rinse temperature
   Choose cycle
   Choose load size

4. Dry

   Choose temperature

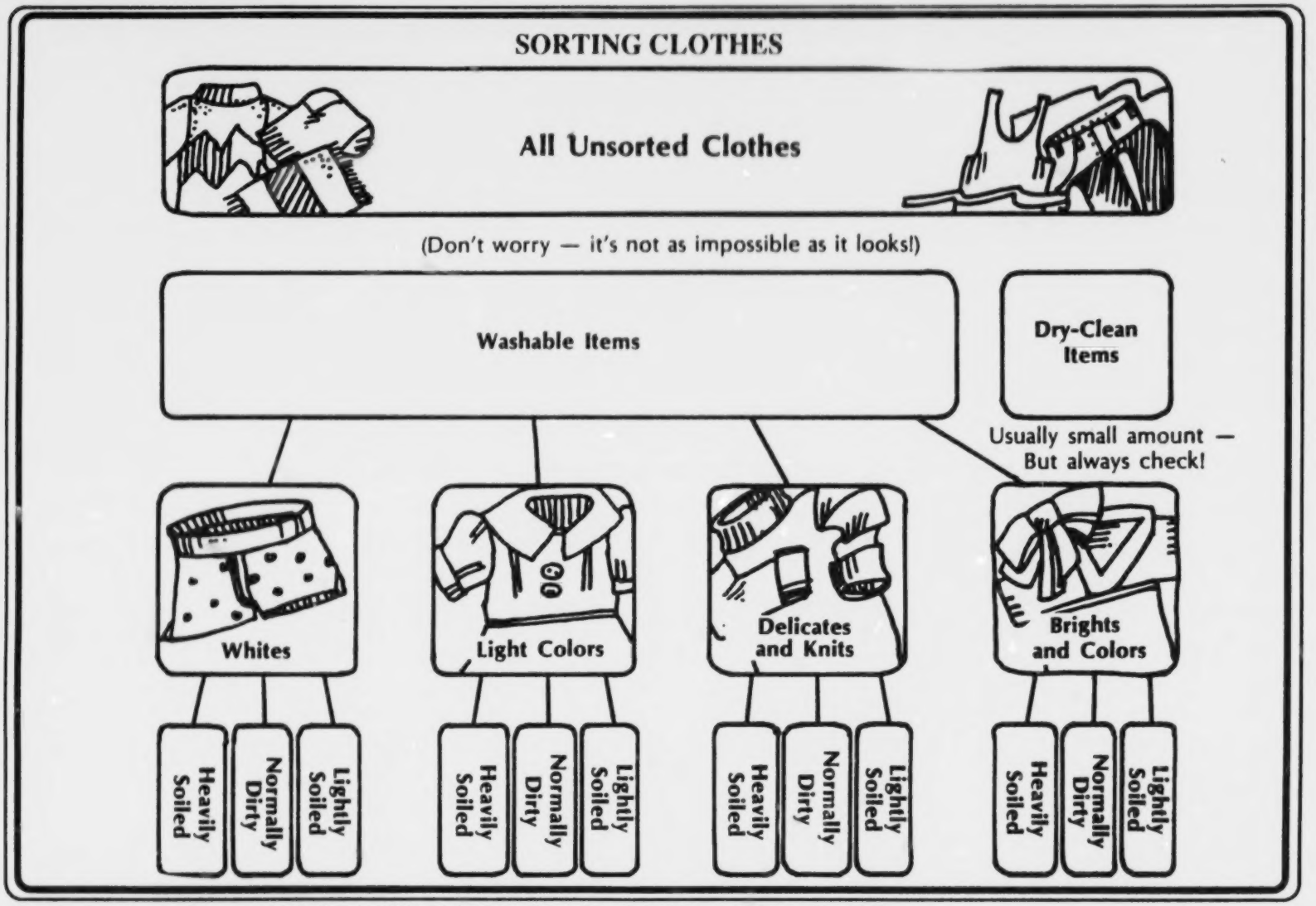
5. Check

6. Remove

7. Hang or fold

8. Iron as needed

9. Return to family member



Source: *Laundry for Beginners* (4-H Circular 404). Columbus, Ohio: Ohio State University Extension, 1988.

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THIS IS THE WAY WE WASH OUR CLOTHES

Make a list of the clothes you own (use the back of this sheet), then sort them (on paper) into laundry loads, writing the items in each load in the left column. For each load, complete the information on the chart.

Your sorted laundry	Wash water temperature	Rinse water temperature	Wash cycle	Wash time	Water level	Laundry aids (and how much of each)	Dryer setting
Load 1:							
Load 2:							
Load 3:							
Load 4:							

Source: *Gone With the Wash Teaching Kit.* Maytag Consumer Education Department, 1 Dependability Square, Newton, IA 50208

REMOVING STAINS

Stain	Step-by-Step Method to Get It Out
Adhesive tape Chewing gum	If adhesive or gum is soft, rub with ice to harden. Scrape off what you can with a dull knife. Use dry-cleaning fluid to remove rest.
Alcoholic drinks Perfumes, soft drinks	Sponge with cool water and glycerine. Soak 30 minutes. Sponge with rubbing alcohol if safe for fabric.
Butter, cream, milk, margarine, mayonnaise, oil Chocolate Gravy, sauces Smoke, soot, vomit	Pretreat with all-purpose liquid detergent or pretreatment product. Launder. For heavy stains, place stained area facedown on white paper towels. Apply dry-cleaning fluid to back side of stain. Replace towels often. Let dry. Treat with liquid detergent, rinse, and launder.
Candy (nonchocolate) Coffee, tea (no milk) Egg Vegetables, catsup	Sponge with cold water. Soak 30 minutes. Launder.
Collar ring perspiration	Pretreat with all-purpose liquid detergent or pretreatment product. Launder. Repeat as necessary.
Nail polish	Place stain facedown on white paper towels. Sponge back of stain with nail polish remover. Replace paper towels often. Repeat until stain disappears. Launder. Do not use nail polish remover on acetate.
Paint, varnish	If possible, treat before stain dries. Flush cool water through back of stain made by paint with a water base. Launder. For a stain made by paint with an oil base, sponge with solvent, such as turpentine, as recommended on the paint label. Rinse. Launder.
Scorch	Pretreat with heavy-duty liquid detergent or pretreatment product. Launder. Severe scorching may have harmed the fabric permanently.
Shoe polish	Since there are several types of shoe polish, read the stain-removal information on label of particular polish used. Otherwise, pretreat with all-purpose liquid detergent or pretreatment product. Launder if stain seems to be loosened. If no instructions are available, rub with rubbing alcohol or dry-cleaning fluid. Then launder.
Carbon paper (duplicating) Ink (ballpoint)	Sponge with rubbing alcohol. If stain remains, sponge with dry-cleaning fluid. Launder.
Fruits, berries Fruit juices	Sponge immediately with cool water. If fabric can withstand high heat, pour boiling water through the back. Treat with all-purpose liquid detergent or pretreatment product. Launder.
Mildew	Launder, using chlorine bleach if it is safe for fabric. Otherwise, dampen with oxygen bleach and water, solution of lemon juice and salt, or hydrogen peroxide. Allow to dry. Launder.
Mustard	Work an all-purpose liquid detergent or pretreatment product into stain. Rinse. Launder. Soaking and several treatments may be needed.

Source: J. L. Rieker and G. House. *Succeeding On Your Own.* New York: Harcourt Brace Jovanovich Publishers, Inc., 1986.

TENDER CARE MEANS LONGER WEAR

You can add years of life to your wardrobe with a little care and maintenance. Well-cared-for clothing helps secure a good first impression for you and maintains the appearance of your clothes. Neglecting your apparel not only shortens garment life but mars your fashion image.

Preventive care is the easiest method to keep clothing in good shape. Foresight can avoid a lot of clothes damage.

- Don't fill pockets to bulging. This can rip pockets or distort the shape of the whole garment.
- Wear jewelry with care. Be aware of jewelry that snags or tears clothing.
- Lose those few pounds instead of stretching or ripping seams. Choosing the correct size is related to the durability of your clothes.
- Be careful when getting dressed with makeup on.

Daily maintenance can prevent little problems from growing into big ones.

- After each wearing, examine clothing for stains, tears, loose hems, or loose buttons. Fix the clothing before wearing it again.
- Return clothes to hangers after wear. Close zippers and fasteners to avoid snags and to help the clothing hold its shape. Beware of wire hangers; plastic or padded hangers help preserve the shape of clothing.
- Before returning clothing to the closet, remove lint and hair with a lint brush.

Daily storage is a key to care and maintenance.

- Fold knits and sweaters and store them in drawers to prevent stretching.
- Arrange clothes loosely in drawers. Try dividers to keep drawers neatly organized.
- Space garments on hangers in the closet to avoid wrinkles. If space is at a premium, use multiple skirt and pant hangers.

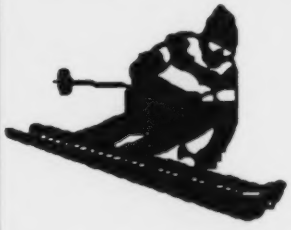
Storage of out-of-season clothing helps to rid the closet of unworn clothing and maintain the shape and quality of stored clothing.

- Clothes should be clean, pressed, and in good repair.
- Store clothing in boxes, large plastic bags, or garment bags.
- Treat or moth-proof garments for protection.
- Remove belts and clothes fasteners to prevent snags.
- Store clothing in a dry place.
- Remove stains and launder regularly to keep your wardrobe looking its best.
- Treat stains when you notice them. Washing, drying, ironing, or time can set a stain permanently.
- Refer to a stain-removal chart to get rid of stubborn stains.
- Consult a local dry cleaner for stubborn stains. Tell the cleaner the type of stain and the removal method if you have tried one.

Source: *Time Out for Clothing*. Columbus, Ohio: Ohio State University Extension, 1990.

BE A JUMP AHEAD

You can count on clothes being ready to wear when you have planned storage. Plan for proper storage by thinking through the reasons for storage.



1. Convenience during storage means keeping items that are used often in the handiest places.
   a. Place items so that they are easy to see without digging and hunting.
   b. Place the clothes you wear the most often in a convenient place so that they are easy to reach without climbing or taking everything else out to get whatever is needed.
   c. Coats, jackets, raincoats, boots, and hats may need to be stored in a closet near the outside door or in a hall closet.
   d. Hang shirts and trouser and skirts in one part of the closet and coats and jackets in another.
   e. Sweaters and bulky garments may be stored in deep drawers or boxes.
   f. Store shoes in shoe bags, in boxes with labels, or on shelves.
   g. Jewelry, gloves, handkerchiefs, and other items may be stored in drawers or small boxes.

2. Protection during storage means caring for clothes and accessories at all times. Examples of storage protection follow.

   a. Shelf paper or liner makes a better lining for drawers than does newspaper. Treated shelf paper absorbs grease, repels moisture, and eliminates the risk of stain from printer's ink.
   b. When using under-the-bed storage, be sure that clothes are covered and well protected from dust and lint. Clothes may be placed inside boxes or bags before storing. Plastic bags or thick, clean brown bags may be used.
   c. For greater protection of clothes that are hanging in the closet, plastic or cloth shoulder protectors may be used.
   d. Insofar as possible, avoid using the thin wire hangers on which your garments are returned from the dry cleaners. These hangers were designed only to transport garments from store to home. If misused for long-term storage, they may cause garments to lose their shape, they may leave crease marks, and some may cause rust marks.

3. To make the best use of your storage space, store out-of-season clothes in an area that is not needed for clothes used daily. As the season changes, you will need to do some exchanging of seasonal clothes and when you do, remember these guidelines.

   a. Clothes should always be clean when stored for a long period of time.
   b. Before storing garments, remove belts from their loops and hang them on a hanger. This helps prevent the belt backings from cracking and the garments from sagging.
   c. Close all fastenings so that the garments will not hang out of shape. Then hang the clothes carefully, or pack them in boxes.
   d. Sweaters and other loosely knitted garments should be stored flat.
   e. All stored garments should be moth-proofed.

Source: *STEPS Curriculum*, Charleston, West Virginia: West Virginia Department of Education, 1991.

SALLY FORTH CARTOON

SALLY FORTH
Read Sally Forth in The Sunday Dispatch
YOU SEEM SOMEWHAT WITHDRAWN TODAY, SALLY. IS SOMETHING WRONG?
I'VE GOT MY SKIRT HEM HELD UP WITH TAPE, A BUTTON HELD ON WITH A PIN AND A RUN IN MY PANTYHOSE HELD BACK WITH A GLOB OF FINGERNAIL POLISH...
IT'S HARD TO MAINTAIN AN AURA OF SELF-CONFIDENCE KNOWING THAT AT ANY MOMENT MY WARDROBE MAY FALL APART.
Cols. Dispatch Dec. 1, 1983
12-1
howard

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CLOTHING LAB RESPONSIBILITY

How responsible are you in the clothing lab? Responsibility is shown in many ways in the clothing laboratory. Check your actions to find out how you rate.

Do you . . .	Always	Usually	Seldom
1. make it a point to have your materials and supplies at school when needed?			
2. watch demonstrations or check directions carefully so that you know what is to be done?			
3. label your things and keep them together while you work so that you don't lose them?			
4. put supplies back where they belong so someone else can find them?			
5. make it a point to learn how to thread and operate the sewing machine and use other equipment and supplies correctly?			
6. check how the machine is threaded and other details if it doesn't sew right before asking for help?			
7. arrange to catch up if you are absent or get behind in your work?			
8. start work promptly and keep your mind on your work?			
9. do a "little extra" in getting the lab straightened up before you leave?			
10. treat the lab equipment and supplies as if you had worked to pay for them?			
11. help other students who need help by explaining or showing them what to do?			
12. stay alert to hazards so that you or other people don't get hurt?			

Give yourself 3 points for each check in the first column.
Give yourself 2 points for each check in the second column.
Give yourself 1 point for each check in the third column.

Total your points and check below. Note areas in which you can improve your responsibility score.

30 - 36 points	Responsible Ron/Rhonda
18 - 29 points	Sometimes Sal/Sam
12 - 17 points	Thoughtless Tom/Tammie

Source: *STEPS Curriculum*, Charleston, West Virginia: Department of Education, 1991.

Planning Food Choices

Module Overview

Practical Problem: What should I do regarding planning food choices?

Competency 2.0.9: Plan food choices that meet health needs of individuals and families

Competency Builders:

- 2.0.9.1 Analyze role of food in meeting health needs
- 2.0.9.2 Recognize personal responsibility for maintaining health through food choices
- 2.0.9.3 Evaluate personal food habits
- 2.0.9.4 Analyze factors affecting food choices
- 2.0.9.5 Recognize cultural influences on food choices
- 2.0.9.6 Evaluate effect of advertising on food choices
- 2.0.9.7 Evaluate reliability of sources of nutrition information
- 2.0.9.8 Identify and apply standards for selecting nutritious foods
- 2.0.9.9 Plan strategies for selecting nutritious foods when eating outside the home
- 2.0.1.10 Modify menus to meet varying nutritional needs of family members
- 2.0.9.11 Evaluate environmental impact of food purchases, preparation, and disposal

Supporting Concepts:

1. Role of food in meeting health needs
2. Standards and strategies for selecting nutritious foods
3. Factors affecting food choices
4. Sources of nutrition information
5. Strategies for selecting nutritious foods outside the home
6. Environmental impact of food purchases, preparation, and disposal

Teacher Background Information

Rationale

According to the 1988 Surgeon General's Report on Nutrition and Health, other than choosing to drink alcohol or smoke, eating habits probably shape long-term health more than any personal choice. Good eating habits can prevent disease and enhance health. Solid evidence links diet and five of the ten leading diseases: stroke, ateriosclerosis, colon and breast cancers, and diabetes. Other chronic health conditions, such as osteoporosis, high blood pressure, and tooth decay, are also related to diet. For example, a high-fat diet increases the risk for obesity, which increases the risk for several types of cancer, gallbladder disease, and heart disease (USDA, 1988).

The eating habits resulting in these health conditions begin early in life. The teen diet is characteristically high in fat, cholesterol, and sodium, and low in calcium, iron, and vitamins A and C. This poor nutrition is due to such eating habits as meal skipping, frequent snacking, and bizarre weight-reduction dieting. However, lifestyle changes have been shown to decrease the risk of developing diet-related disease and other health problems.

Planning Food Choices

Nutrition education can provide adolescents and their present and future family members with the knowledge and values needed to improve eating habits. Although the traditional nutrition education approach of teaching nutrition concepts before a concentrated block of food laboratories has been shown not to enhance students' nutrition knowledge and later nutritional food choices, nutrition education integrated into the food laboratory has been shown to enhance students' nutrition knowledge and later nutritional food choices. Thus, the food laboratory provides an ideal setting for developing good eating habits and understanding the moral responsibility that each person has for healthy food choices. Consequently, as teachers provide important classroom laboratory food experiences, the criteria listed next should be considered.

- Food prepared in a laboratory setting should be nutritious.
- The experiences should develop basic food-preparation skills that enhance the nutritional value of foods.
- The laboratory experiences should focus on real-life problems, enhancing skill in time, money, and resource management.
- The experiences should foster an awareness of the environmental impact of selecting and preparing foods.

Background

In our country, most people have more than an ample food supply; therefore, each one has the responsibility for selecting foods from a spectrum of possibilities that will provide adequate nourishment. Deciding which foods are the most beneficial to eat is a challenge (Christian & Greger, 1991).

Many factors affect our food choices. These reasons include one's nutritional needs, knowledge of nutrition, age, cultural background, health status, likes and dislikes, social status, availability, emotional and psychological effects, and even financial position (Bennion, 1990). The best diet choices are designed to fit an individual's needs--physically, socially, and emotionally. At times it may be necessary for menus to be modified to meet the needs of several different individuals for the same meal. When analyzing food intake, it is just as important to analyze the reasons for that particular food choice. Each person will have a variety of factors affecting their individual food choices.

Three food-guidance systems provide nutritional standards for selecting and evaluating food choices: (1) Dietary Guidelines for Americans, (2) Percent of Daily Values, and (3) the Food Guide Pyramid. The Dietary Guidelines for Americans, developed jointly by the United States Department of Agriculture (USDA) and the Department of Health and Human Services, provides the best, most up-to-date nutrition advice. By following these seven dietary guidelines, Americans who are two years old or more can enjoy better health and reduce their chances of getting certain diseases (USDA, 1988):

1. Eat a variety of foods to get the energy, protein, vitamins, minerals, and fiber needed for good health.
2. Maintain healthy weight to reduce chances of having high blood pressure, heart disease, a stroke, certain cancers, and the most common kind of diabetes.
3. Choose a diet low in fat, saturated fat, and cholesterol to reduce the risk of heart attack, and certain types of cancer. Because fat contains over twice the calories (9 calories per gram) of an equal amount of carbohydrates or protein (4 calories per gram), a diet low in fat can help maintain a healthy weight.

4. Choose a diet with plenty of vegetables, fruit, and grain products to help lower fat intake and provide needed vitamins, minerals, fiber, and complex carbohydrates.
5. Use sugars only in moderation, since sugar contributes to tooth decay and obesity.
6. Use salt and sodium only in moderation to help reduce the risk of high blood pressure and to feel good.
7. If alcoholic beverages are used, do so in moderation. Drinking alcohol causes many health problems and accidents, and can lead to addiction (USDA, 1992).

The American Dietetic Association summarizes these guidelines with three healthy food choice principles: balance, variety, and moderation. A balanced and varied diet means having several servings from each of the five major food groups and with different foods being selected from within each group (USDA, 1988). The Food Guide Pyramid from the USDA graphically illustrates the nutritional guidelines and principles that can prevent disease and enhance health. The Food Guide Pyramid conveys the USDA's latest recommendations to eat less fat and sugar and to build one's diet on a base of complex carbohydrates by eating more grains, fruits, and vegetables. Only moderate quantities of meats and dairy products are needed for a healthy diet. The Food Guide Pyramid, including the recommended number of servings from each food group, is represented in Figure 1.

The Food Guide Pyramid is designed to help individuals get the nutrients needed without an excess of calories, fat, saturated fat, cholesterol, sugar, sodium, or alcohol. By using the pyramid, an individual will be most likely to get the nutrients needed for health and wellness (Bennion, 1991).

Eating outside the home is not an excuse to select foods that are not healthy food choices. However, even foods considered unhealthy can be accommodated within one's diet, and can be balanced with other foods over time to meet the dietary guidelines.

Food choices are also influenced by people and cultures around us. Anthropologists point out that in all societies, eating is the primary way of initiating and maintaining relationships; eating and socializing experiences are inextricably intertwined.

Ethnicity is the best cultural predictor of food preference. Ethnic groups and nationalities have developed their unique cuisines through a combination of environmental and social factors. Each ethnic group encourages the use of some foods while discouraging the use of others, even to the extent of designating them "taboo" (Christian & Greger, 1991). For example, pork is taboo in the Jewish and Muslim religions, yet often used at holidays in the Christian religion.

A food's acceptability is determined by standards other than nutritional and cultural ones. These food-selection standards, which vary for different people, are

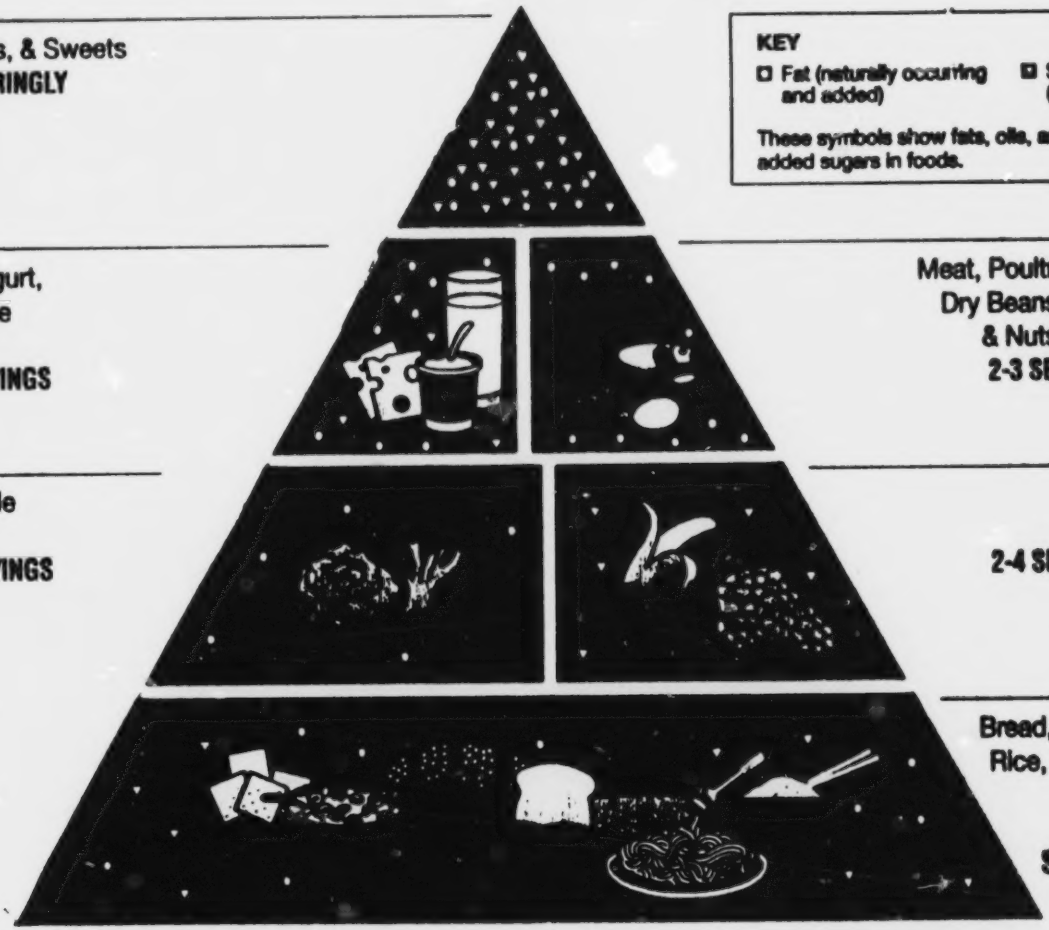
(1) food preparation standards (e.g., fried rather than broiled or baked)
(2) food preparation safety standards (e.g., temperature and length of time required to destroy microorganisms)
(3) money and time considerations
(4) personal values and standards, such as the environmental consequences
(5) interest and skills in food preparation (Holmberg, 1985)

The type of food that is purchased, the type and extent of packaging, the food storage methods, the food preparation methods, and the food disposal methods have environmental consequences. Selecting packaging, storage, preparation, and disposal methods that reduce waste, conserve energy,

Figure 1

Food Guide Pyramid

A Guide to Daily Food Choices



and have a low impact on our environment (i.e., are nonpolluting and noncontaminating) are standards that are necessary for responsible citizenship in our interdependent global world. For example, choosing to use "natural" food (food that closely resembles the state in which it grows) rather than "plastic" food (processed food with extensive packaging) reduces unnecessary trash--recyclable or not. Since little packaging is required for natural, unprocessed food (grains, cereals, fruits, and vegetables), trash is reduced, and the relatively few bags or other containers that are required can be used repeatedly (Ewald, 1973).

In turn, the environment can impact the quality of our food. For example, environmental contaminants can enter food from cookware and other food containers; vehicular wastes such as auto exhaust; industrial products and wastes; and agricultural wastes and products such as fertilizers, pesticides, and antibiotics (Christian & Greger, 1991). Because of these potential conditions, special procedures must be followed in preparing certain foods. For example, poultry must be cooked adequately to reduce salmonella contamination.

In today's world, nutritional information is offered from many sources. Assessing this nutritional information is critical for good food choices. For example, advertisements can sway one to purchase different food items. Contradictory information can be found in print or electronic media. Different points of view exists about whether nutrition affects moods or the ability to think, or about what athletes should eat to enhance performance (Christian & Greger, 1991).

Reliable scientific studies are most likely to be conducted by qualified researchers, published in refereed journals, properly referenced, and replicated by other scientists before the conclusions become generally accepted. Good studies take years to complete, and since their interpretation requires judgment, there can be legitimate disagreement among experts about what the findings mean (Christian & Greger, 1991). The Ohio State University Extension Service is one source of reliable nutrition information, and can be contacted through county offices throughout Ohio.

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Learning Activities

1. Role of food in meeting health needs

a. Complete **Official Snackers' Menu (p. 249-250).**

Discussion Questions
- *Why do we need food?*
- *What criteria did you use to determine which snacks you would choose?*
- *Why should you choose healthy snacks?*
- *Which of the snacks on the menu are the best choices? Why?*
- *What are the personal consequences of choosing foods that contribute to good health? The consequences for your family? Society?*

b. In cooperative learning groups, research the definitions of the terms below. As you review responses to Activity 1a and graph the nutrient content of the snack foods, relate each term to your snack selections.

(1) Nutrients
(2) Fiber
(3) Calories
(4) Fat
(5) Carbohydrates
(6) Vitamins
(7) Minerals
(8) Protein

c. **FHA/HERO:** Using **50 Great Snacks (p. 248),** create a display of pictures of healthy snacks that you believe chapter members would enjoy. Place your project in a school display case for the benefit of all students. In food laboratory groups, plan and prepare healthy snacks to serve as refreshments at each of your chapter meetings.

2. Factors affecting food choices

a. Review the snack choices that you made on **Official Snackers'Menu (p. 249-250)** and make a list of factors that affect your food choices, such as those listed next.

(1) Peer pressure
(2) Stress
(3) Hunger
(4) Convenience
(5) Customs
(6) Culture
(7) Advertising
(8) Psychological need for food

Discussion Questions
- *Which influences have the most impact on your food choices? The least impact? Why?*
- *Are these influences positive? Negative? Why?*
- *Which influences are you able to control? Have little control over?*

b. Complete **Personal Food Habits Checklist (p. 251).**

Discussion Questions
- *Are you satisfied with your eating habits? Why or why not?*
- *Is there an eating habit that you would like to change?*
- *What are your alternatives with regard to changing your eating habits?*
- *What are the consequences of those alternatives?*
- *What goals can you establish for yourself that will help you develop eating habits that are best for you?*

c. **FHA/HERO:** Working with social studies, geography, or history classes, conduct an International Fair. Invite representatives of different cultures to share food traditions and recipes typical of their culture. Explain how culture influences food choices. In food laboratory groups, plan and prepare various ethnic foods to be served at the fair.

3. Standards and strategies for selecting nutritious foods

a. Review **Dietary Guidelines for Americans (p. 252).** Use pictures and food models to illustrate healthy food choices that reflect the guidelines. In food laboratory groups, prepare a food that illustrates one or more of the guidelines. Taste the food prepared by each group and decide how these foods are similar to or different from foods you are likely to eat.

Discussion Questions
- *Why do you think our government developed these guidelines?*
- *Which guidelines would be easiest for you to follow? Most difficult? Why?*
- *What are the long-term and short-term consequences of following and not these guidelines?*

- *Of the foods you prepared, which would you be most likely to incorporate into your eating patterns? Why?*

b. In small groups, choose one of the following case studies and evaluate the food choices in relation to the **Dietary Guidelines for Americans (p. 252).** Explain ways in which the food choices could be changed to result in more healthy eating habits.

(1) Leslie goes to a fast-food restaurant every day for lunch. She never varies her order: hamburger, fries, and a soft drink.
(2) J.J.'s aunt lost so much weight (eight pounds in one week) by eating grapefruit and celery and drinking lots of water. J.J. needs to lose weight to fit into her prom dress, so she is going to try her aunt's approach.
(3) Jeff's typical menu for the day is listed below.
Breakfast: Soft drink, doughnut
Lunch: Soft drink, Snickers bar
Dinner: Soft drink, chips, hot dog
Snack: Soft drink
(4) Bill and Gary are guests at their friend's house. When dinner is served, Gary salts everything on his plate before tasting it.

c. Using resources from the United States Department of Agriculture or The Ohio State University Extension Service, identify the levels of the Food Guide Pyramid and post them in the classroom. Arrange the classroom desks and tables in a pyramid shape, labeling sections to correspond with the food pyramid. Select a card or picture of a food and sit in the area of the food pyramid where that food belongs. Identify the number of servings necessary from each food group represented in the pyramid.

Discussion Questions
- *How could the food pyramid help you in making nutritious food choices?*
- *What foods do you typically eat from each level of the pyramid?*
- *What food choices could you add to improve your eating habits?*

d. Organize a Food Guide Pyramid taste test. In food laboratory groups, prepare samples of foods representing each level of the food pyramid, cut them into bite-size pieces, and place them on serving trays (one type of food per tray). Label different tables in the classroom with each of the levels of the food pyramid. Then decide where each type of food belongs on the food pyramid by placing the tray containing that food on the correct table. Using resources about the food pyramid, determine which of your choices were correct. Identify food choices that are difficult to classify on the food pyramid, such as nuts, beans, eggs, pasta, candy, doughnuts, cookies, and cake. Taste the foods and make a list of food choices that you enjoy from each of the Food Guide Pyramid levels.

e. **Action Project:** Using the Dietary Guidelines for Americans or the Food Guide Pyramid, establish goals for making healthy food choices in your life

for two weeks. Keep a record of your food choices and evaluate your progress toward your goals.

f. Complete **Rate Your Plate Checklist (p. 253)**. Share your ratings and identify ways in which your food choices are or are not healthy.

g. **FHA/HERO:** Complete the Power of One project entitled "A Better You" to accomplish your personal nutrition goals.

h. **FHA/HERO:** Plan a healthy, nontraditional breakfast reflecting your knowledge of healthy food choices. In food laboratory groups, plan and serve the breakfast to community leaders. Distribute pamphlets about the Food Pyramid Guide and the Dietary Guidelines for Americans.

i. In cooperative learning groups, imagine that you are serving dinner for a friend. Use resources to determine how to modify the dinner menu below to meet your friend's nutritional needs in each of the following circumstances: (1) your guest is overweight, (2) your guest is underweight, (3) your guest is an athlete, and (4) your guest is pregnant.

Fried Chicken
Mashed Potatoes and Gravy
Broccoli with Cheese Sauce
Tossed Salad with Creamy or Reduced-Calorie Dressing
Choice of Whole Wheat Bread or Croissant
Choice of Chocolate Sundae or Fresh Fruit
Choice of Milk, Coffee, Juice, or Regular Soft Drink

4. Sources of nutrition information

a. Review **What's On a Label ?(p. 254)** and **The New Food Label at a Glance (p. 255-256)**. Bring in packaged food products from home that have a nutrition label and see how the nutrition labels compare with the new requirements.

b. Bring in the nutrition label from a box of your favorite cereal. In cooperative learning groups, compare your labels and answer the following questions for each type of cereal. Share your findings with the class. Explain the value of food labels as a source of nutrition information.

(1) What information is found on these labels?
(2) Which product provides the most servings?
(3) Which product has the most
sodium?
grams of fat?
calories?
protein?
iron?

Vitamin C?
Niacin?
Calcium?

(4) Which product would you eat if you were on a
low-sodium diet?
low-cholesterol diet?
low-sugar diet?
diet to lose weight?
diet to gain weight?

(5) Which product provides the most nutrition? Why?

c. List sources of nutrition information. Create a display of these sources. In small groups, use the criteria for evaluating consumer information from the Making Consumer Choices module, Activity 2a, and determine if the nutrition information is reliable. Make a list of sources of reliable nutrition information. Design a pamphlet for community members with these sources.

Discussion Questions
- *How can this information be used to make decisions for yourself? Your family?*
- *What questions do you have after reviewing these sources of information?*
- *What types of information are you most likely to use when you have questions about nutrition? Why?*

d. Collect a variety of food advertisements. In small groups, choose several ads and complete **Evaluating Advertising (p. 126)**. Compare your findings and explain the value of food advertising as a source of nutrition information.

5. Strategies for selecting nutritious foods when eating outside the home

a. Complete **What Do You Know About Your Fast Foods? (p. 257-258)**.

Discussion Questions
- *Why should you be concerned about food choices at fast-food restaurants?*
- *How often does your family eat at a fast-food restaurant?*
- *Where you surprised at some of the answers to the quiz? Why or why not?*

b. Place fast-food restaurant signs, posters, and packages in areas around the classroom. Choose where you would most like to eat by standing next to the display of your favorite fast-food restaurant. Make a list of the menu item that you would most likely order if you were eating at that restaurant. Working with others who have selected that restaurant, use resources to develop a chart illustrating the nutritive value of the menu items you have selected. Include data on calories, fat, sodium, and major nutrient content.

Use **Nutritional Content of Fast Foods (p. 259)** and resources from The Ohio State University Extension Service or the Dairy and Nutrition Council to suggest the best food choices for a meal from the restaurant. Present your findings to the class and justify your decisions. Develop a list of general guidelines for making healthy food choices at fast-food restaurants.

c. Complete **A Typical Menu Checklist (p. 260).** Then analyze the foods by putting them into appropriate places on the Food Guide Pyramid. In small groups, compare your findings and discuss the following questions:

(1) What nutrients are being provided from your meal?
(2) How does this meal fit into your daily food needs?
(3) What other choices should you have made?

d. Complete the **Salad Calorie Bar (p. 261-262)**.

6. Environmental impact of food purchases, preparation, and disposal

a. Using resources, make a list of the ways in which purchasing, preparing, and serving food can have an impact on the environment. Compare your list with the one below. Suggest ways in which families could have a more positive impact on the environment with regard to food purchases, preparation, and disposal.

(1) Using energy for cooking and storing food
(2) Generating trash from packaging
(3) Eating foods that require a lot of energy to produce, such as beef
(4) Using water for preparing foods and washing dishes

b. Imagine that you are going on a day-long hike. In small groups, plan a sack lunch. Choose a food item from your sack lunch menu, such as those examples listed next, and prepare and compare each form of the product. Make a chart showing the cost per unit, the nutrients, the environmental concerns or impact, the taste, and the preparation time of each product. Decide which products would be best to include in your sack lunch. Justify your decision. Write an article about your findings for the school newspaper.

(1) Packaged meat, cheese, and crackers or individually purchased and prepared meat, cheese, and crackers
(2) Drink boxes or individually prepared juice packed in a thermos
(3) Purchased and individually packaged granola bars or homemade granola bars
(4) Purchased and individually packaged trail mix or homemade trail mix

c. Choose a food product that comes in several forms, such as frozen, convenience mix, restaurant, and homemade. In food laboratory groups, prepare several forms of the product and make a chart comparing the cost, nutrients, environmental concerns and impact, taste, and preparation time of each form. Decide which form would be best to prepare, and justify your decision.

Discussion Questions
- *Which form of food is best? Why?*
- *What are the consequences of using each of these forms of food for self? Family? Community? Environment?*

d. **Action Project:** Choose one of the ways in which your family's use of food impacts the amount of waste produced, the amount of meat consumed, or the amount of water or energy used. Chart your family's patterns with regard to that issue for one week. Then set several goals to help your family have a more positive impact on the environment. Keep a record of your family's progress toward those goals.

Assessment

Paper and Pencil

1. Without the aid of references, write a paragraph analyzing the role of food in meeting health needs. The paragraph should include at least three ways in which food choices meet health needs.

2. Given case studies, recognize personal responsibility for maintaining health through food choices by identifying the consequences of healthy and unhealthy food choices in each case study for individuals, families, and society.

3. Without the aid of references, analyze at least five factors affecting food choices by explaining the effect that each factor can have on food choices.

4. Given examples of food from different cultures, recognize cultural influences on food choices by explaining how each food represents the customs, environmental influences, traditions, beliefs, and/or values of that culture.

5. Given examples of food advertising, evaluate how each would affect food choices.

6. Given sources of nutrition information, evaluate the reliability of each source by using criteria developed in class.

7. Given menu choices, apply the dietary guidelines or the Food Guide Pyramid as a standard when selecting nutritious foods.

8. Given menu choices from a variety of restaurants, plan strategies for selecting nutritious foods when eating outside the home.

9. Given a sample menu and the nutritional needs of a simulated family, modify the menu to meet the varying nutritional needs of family members.

10. Given a variety of food purchasing, preparation, and disposal techniques, evaluate each by identifying the consequences of each technique for the environment.

Classroom Experiences

1. In small groups, use a case study and evaluate the food choices in relation to dietary guidelines. Explain ways in which the food choices could be changed to result in more healthy eating habits.

2. In cooperative learning groups, use resources to modify a dinner menu to meet the nutritional needs in each of the following circumstances: overweight, underweight, sports athlete, and pregnant.

3. Develop a chart illustrating the nutritive value of fast-food menu items. Include data on calories, fat, sodium, and major nutrient content. Determine the best food choices for a meal from these restaurants. Present your findings to the class and justify your decisions.

Application to Real-life Settings

1. Using dietary guidelines or the Food Guide Pyramid, establish goals for making healthy food choices in your life for two weeks. Keep a record of your food choices and evaluate your progress toward your goals.

2. Complete the Power of One project entitled "A Better You" to accomplish your personal nutrition goals.

3. Choose one of the ways in which your family's use of food impacts the amount of waste produced, the amount of meat consumed, or the amount of water or energy used. Chart your family's patterns with regard to that issue for one week. Then set several goals to help your family have a more positive impact on the environment. Keep a record of your family's progress toward those goals.

50 GREAT SNACKS

Choose good health with these low-calorie snack ideas.

Snacks Between 101 and 150 Calories

Baked tortilla chips (12) and jalapeno bean dip (1 ounce)
"Belgian waffle": Frozen reduced-fat waffle, vanilla fat-free frozen dessert (1/2 cup), and reduced-calorie strawberry spread (1 teaspoon)
Pizza-flavored bread sticks (3) and part-skim mozzarella cheese (1 ounce)
Fat-free cake (1 slice) and sweet cherries in light syrup (1/4 cup)
Party mix: Rice cereal squares (1/2 cup), cheddar cheese fish-shaped crackers (1 ounce), and pretzel sticks (15)
Plain rice cake, peanut butter (2 teaspoons), and sliced banana (1/2, medium)
Chocolate fat-free frozen yogurt (1/2 cup) and a crushed chocolate chip cookie
Honey graham crackers (3), light cream cheese (1/2 ounce), and grape jelly (1 tablespoon)
Strawberry shortcake: Buttermilk biscuit, strawberries (1/2 cup), chocolate syrup (1 tablespoon), and light whipped topping (1 tablespoon)
Honey roasted peanuts (1 ounce) and raisins (1/2 ounce)
Broccoli and cauliflower florets (1/2 cup each) and reduced-calorie Russian dressing (2 tablespoons)
Ready-to-eat white cheddar cheese popcorn (.7 ounce) and honey nut toasted oat cereal (1/2 ounce)
Chocolate shake: chocolate fat-free frozen yogurt, skim milk (1/2 cup), and chocolate syrup (1 teaspoon)
Beef enchillada with hot enchillada sauce (1 tablespoon)
Bran toaster muffin with low-sugar strawberry spread (1 tablespoon)
Bagel (1 medium)
Angel food cake (1/12 of 8-inch cake)
Cool-ranch-flavored light taco chips (1 ounce)
Almond granola bar
Honey-roasted mixed nuts (1 ounce)
Raspberry sherbet (1/2 cup)

Snacks Between 51 and 100 Calories

Warmed apple cider (6 ounces) with a cinnamon stick
Root beer float: Chocolate-swirl fat-free frozen dessert (1/2 cup) and diet root beer (6 ounces)
Broccoli, cauliflower, cucumber, green bell pepper (1/2 cup each) and cucumber-onion dip (1 ounce)
Sliced banana (1/2, medium) and chocolate syrup (1 tablespoon)
Sharp cheddar cheese (1/2 ounce, melted) and dutch pretzel
Baked tortilla chips (6) and chunky salsa (1 ounce)

Plain low-fat yogurt (1 ounce), sliced peach
Raisins (1 ounce)
Orange
Whole wheat crackers (11)
Reduced-calorie nonfat flavored yogurt
Fat-free oatmeal raisin cookies (2)
Soft-serve low-fat yogurt (3 ounces)
Chunky applesauce (1/2 cup)

Snacks Under 50 Calories

Water-packed fruit cocktail (1/2 cup)
Sugar-free hot cocoa (1 envelope)
Sugar-free strawberry-banana-flavored gelatin (1/2 cup), sliced banana (1/4, medium), and light whipped topping (1 tablespoon)
Fruit slush: Raspberry-flavored fruit and juice bar, raspberry seltzer, and ice cubes (2)
Sliced peach (1/2 cup) and light whipped topping (1 tablespoon)
Plain nonfat yogurt (1 ounce) and blueberries (1/4 cup)
Pretzel nuggets (9) and yellow mustard (1 teaspoon)
Microwave plain popcorn (2 cups) and dash garlic powder
Cinnamon graham crackers (2) and reduced-calorie raspberry spread (1 teaspoon)
Grapefruit (1/2) and brown sugar (1/2 teaspoon)
Kiwi fruit (1)
Tangerine (1)
Gingersnaps (2)
Grapes (20)
Watermelon (1/2 cup)

OFFICIAL SNACKERS' MENU

Directions: Place a checkmark in front of the snack foods that you would be most likely to choose as snacks. After marking the snacks that you would choose, unfold this menu and fill out the chart on the back of this page. Use sources like the American Dairy Council Nutrient Cards to record the snacks' nutrient values.

_____ Potato chips
_____ Apple
_____ Air-popped popcorn
_____ Soft drink
_____ Orange juice
_____ Low-fat cheese
_____ Snack cakes
_____ Yogurt
_____ Raisins
_____ Carrots
_____ Bagels
_____ Other

Snack Food Chosen	%	Vitamins A	Vitamins B	Vitamins C	Carbohydrates or Fiber	Protein	Calcium	Iron	Fats	Salt	Sugar
	10										
	20										
	30										
	40										
	50										
	60										
	70										
	80										
	90										
	100										

Snack Food Chosen	%	Vitamins A	Vitamins B	Vitamins C	Carbohydrates or Fiber	Protein	Calcium	Iron	Fats	Salt	Sugar
	10										
	20										
	30										
	40										
	50										
	60										
	70										
	80										
	90										
	100										

Snack Food Chosen	%	Vitamins A	Vitamins B	Vitamins C	Carbohydrates or Fiber	Protein	Calcium	Iron	Fats	Salt	Sugar
	10										
	20										
	30										
	40										
	50										
	60										
	70										
	80										
	90										
	100										

PERSONAL FOOD HABITS CHECKLIST

Directions: Check the items below that reflect your food habits. Then circle the numbers of those that you believe to be a positive influence on your health. Justify your decisions. On the back of the page, draw a cartoon character that represents your personal eating habits. Ideas are "Munching Maniac," "Healthy Harriet," or "Just Plain Empty."

_____ 1. Eating foods encouraged at home

_____ 2. Satisfying food cravings

_____ 3. Eating foods that your peers encourage you to choose

_____ 4. Eating foods reflected by your culture

_____ 5. Eating very quickly

_____ 6. Eating away from home

_____ 7. Selecting foods high in sugar, fats, or salt

_____ 8. Eating foods according to your mood

_____ 9. Eating large portions of food

_____ 10. Eating out of a box or large bowl of food

_____ 11. Drinking lots of water

_____ 12. Skipping meals

_____ 13. Eating while watching TV or studying

_____ 14. Eating on the run

_____ 15. Eating food that is convenient

_____ 16. Eating foods that you like or that taste good

DIETARY GUIDELINES FOR AMERICANS

Guideline	Why	How
1. Eat a variety of foods.	• Most foods contain several nutrients in the amounts you need. The greater the variety, the less likely you are to develop either a deficiency or an excess of any single nutrient. • Eating a variety of foods reduces the likelihood of being exposed to an excessive amount of contaminants in any single food item.	• Select foods each day from each of the five major food groups Milk, yogurt and cheese Vegetables Fruits Breads, cereals, rice, and pasta Meat, poultry, fish, dry beans and peas, eggs, nuts and seeds
2. Maintain a healthy weight.	• If you are overweight, your chances of developing certain disorders are increased. These include high blood pressure, increased level of blood fats and cholesterol, and diabetes. These disorders, in turn, increase your risk of heart attacks and strokes. • If you are much underweight, you will have little strength and tire easily. Your resistance to infection may be lowered.	• Eat in moderation, neither too much nor too little. • Choose foods that provide a high amount of nutrition in relation to calories. • Exercise.
3. Choose a diet low in fat, saturated fat, and cholesterol.	• High blood cholesterol levels increase the risk of heart attacks. In some people, high blood cholesterol levels are related to a high intake of fats, particularly saturated fats, and cholesterol in the diet.	• Choose lean meats, fish, poultry, and dried beans and peas as your protein sources. • Eat eggs and organ meats (such as liver) only occasionally. • Limit your intake of butter, cream, shortening, coconut oil, and hydrogenated margarine. • Trim excess fat off meats. • Broil, bake, or boil rather than fry. • Read labels to determine the amounts and types of fat in foods.
4. Choose a diet with plenty of vegetables, fruits, and grain products.	• A varied diet that includes complex carbohydrates (starches) supplies important vitamins and minerals and is generally lower in fat. • Certain complex carbohydrates also provide dietary fiber. High-fiber foods help reduce the symptoms of chronic constipation, diverticulosis, and some types of "irritable bowel." • Some researchers believe that a diet low in fiber increases the risk of colon cancer.	• Select foods that are good sources of fiber and starch. These include whole-grain breads and cereals, fruits, vegetables, beans, peas, and nuts.
5. Use sugar only in moderation.	• Sugars and many foods that contain them in large amounts supply calories but are limited in nutrients. • Eating too much sugar, especially sticky sweets and sugared soft drinks, increases the likelihood that you will get cavities in your teeth.	• Use less of all sugars–white sugar, brown sugar, honey, and syrups. • Eat less of the foods that contain these sugars, such as candy, cakes, sugared soft drinks, and fruits canned in heavy syrup. • Read food labels. If the names sucrose, glucose, maltose, dextrose, lactose, fructose, or syrups appear first, then the food contains a lot of sugar.
6. Use salt and sodium only in moderation.	• A little sodium is essential for health, but most Americans consume far more than they need. Excess sodium intake may increase the likelihood of developing high blood pressure.	• Reduce the amount of salt used in cooking and at the table. • Limit your intake of salty foods, such as potato chips, crackers, pretzels, and nuts. • Read food labels to find out the amount of sodium in processed foods and snacks. • Limit your intake of high-sodium foods, such as cheeses, processed meats, packaged or frozen dinners and entrees, and canned soups.

BEST COPY AVAILABLE

RATE YOUR PLATE CHECKLIST

Directions: Think of a recent meal you had that represents your typical eating patterns. On a separate sheet of paper, draw a picture of that meal, indicating the amounts of food eaten to scale in relation to each other. Label each food in your picture. Review the meal you drew and look at the list below. Every item on the list is a food or way of eating that can help you feel and look better. Make a check next to each item that was part of your meal. Use the rating system at the bottom of the page to rate your plate.

_____1. A food made with whole grains

_____2. A raw vegetable (tossed salad, carrots, celery, etc.)

_____3. A cooked vegetable

_____4. A piece of fruit

_____5. A serving of fish, chicken, or turkey without skin, lean meat, low-fat cheese, or beans

_____6. No more than one teaspoon of added fat, including butter, margarine, sauces, vegetable oils, salad dressing, and mayonnaise

Number of Checks	Rating System
5-6	Excellent: Your meal included lots of foods that will help you feel well and look well.
3-4	Good: You meal didn't have quite as many good choices of foods as it could have. With a few improvements, you can be on your way to healthier eating.
2	Fair: Your meal needs some work. If this is pretty typical, chances are you need to learn how to make more healthy choices.
1 or less	Trouble: Help! Too many meals like this one can add to your not feeling or looking well. You need to make some important changes in your food choices.

Source: *Changing the Course: Intermediate Curriculum*, Columbus, Ohio: American Cancer Society, Inc. 1990.

WHAT'S ON A LABEL?

What is Found on Food Labels?

1. Name of the product
2. Net weight or volume (the package front)
3. Name and address of manufacturer, packer, or distributor
4. Ingredients listed in descending order by weight for all foods, including food for which there is a standard of identity
5. Nutrition information if food adds significant calories or nutrients to the diet

Nutrition Labeling

The nutrition label serves as a guide for comparing and selecting food. Nutrition information is required on all food that contributes significant calories or nutrients to the diet. Excluded are foods produced by small businesses, restaurant food, and home-delivered foods. Nutrition information is required if a nutrient claim such as "low fat" or "calorie free" is made, either on the label or in advertising.

What Appears on the Nutrition Label?

Nutrition information will be in a boxed panel titled "Nutrition Facts." Information includes:

1. Serving size based on amount set by Food and Drug Administration (FDA) for various types of foods
2. Number of servings in the container
3. *Amount (grams or milligrams) and Percent Daily Value (PDV) for the following:*

Total calories and calories from fat in a serving	Total carbohydrates
Total fat, saturated fat	Dietary fiber
Cholesterol	Sugars
Sodium	Vitamin A
Protein	Vitamin C
Calcium	Iron

Labeling Terms

Nutrient claims and how they can be used have been defined. These terms will be used by both the FDA and the United States Department of Agriculture (USDA). Only the term will appear on the label, not the definition. All manufacturers will be using the same definition for each claim. Consumers can be assured that different foods with the same claim will contain approximately the same amount of the nutrient in a serving.

Calories
- Free: less than five calories
- Low: forty calories or less (Food naturally low in calories cannot be labeled "low calorie," but can be labeled as a low calorie food, e.g., "celery, a low-calorie food.")
- Reduced calorie: at least 25 percent less calories than the food replaced

Fat
- Free: less than 0.5 grams of fat
- Low: three grams or less of fat
- Reduced: at least 25 percent less saturated fat than the food replaced

Saturated Fat
- Free: less than 0.5 grams
- Low: one gram or less of fat
- Reduced: at least 25 percent less saturated fat than the food replaced

Cholesterol
- Free: less than two milligrams
- Low: twenty milligrams or less
- Reduced: at least 25 percent less cholesterol than the food replaced

Sodium
- Free: less than five milligrams
- Very low: 35 milligrams or less
- Low: 140 milligrams or less

Sugar
- Free: less than 0.5 gram (includes both added and naturally present)
- No added sugar: none added during processing
- Reduced: at least 25 percent less sugar than the food replaced

Very Lean (used on meat, fish, and game)
- Five grams or less of fat
- Two grams or less of saturated fat
- 95 milligrams cholesterol

Lean (used on meat, fish, and game)
- Ten grams or less of fat
- Four grams or less of saturated fat
- 95 milligrams cholesterol

THE NEW FOOD LABEL AT A GLANCE

Descriptors: While descriptive terms like "low," "good source," and "free" have long been used on food labels, their meaning — and their usefulness in helping consumers plan a healthy diet — have been murky. Now FDA has set specific definitions for these terms, assuring shoppers that they can believe what they read on the package.

- •free
- •high
- •light
- •low
- •more
- •reduced
- •good source
- •less

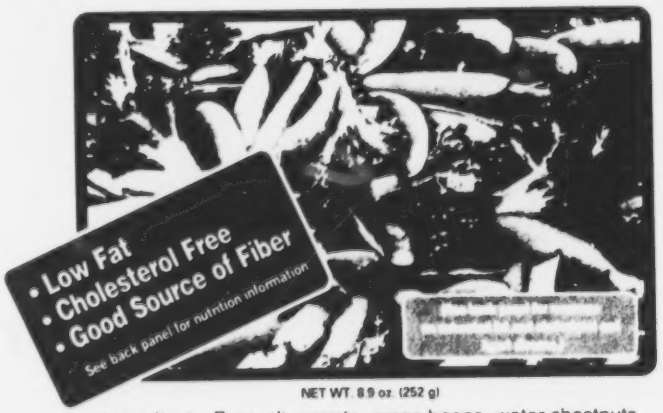
For fish, meat and poultry:

- •lean
- •extra lean

Ingredients still will be listed in descending order by weight, and now the list will be required on almost all foods, even standardized ones like mayonnaise and bread.

Health claim message referred to on the front panel is shown here.

FROZEN MIXED VEGETABLES
IN SAUCE



NET WT. 8.9 oz. (252 g)

Ingredients: Broccoli, carrots, green beans, water chestnuts, soybean oil, milk solids, modified cornstarch, salt, spices.

"While many factors affect heart disease, diets low in saturated fat and cholesterol may reduce the risk of this disease."

Source: Food and Drug Administration 1993

Health Claims: For the first time, food labels will be allowed to carry information about the link between certain nutrients and specific diseases. For such a "health claim" to be made on a package, FDA must first determine that the diet-disease link is supported by scientific evidence. At this time, FDA is allowing seven specific claims about the relationships between:

- •fat and cancer risk
- •saturated fat and cholesterol and heart disease risk
- •calcium and osteoporosis risk
- •sodium and hypertension risk
- •fruits, vegetables and grains that contain soluble fiber and heart disease risk
- •fiber-containing grain products, fruits and vegetables and cancer risk
- •fruits and vegetables and cancer risk.

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THE NEW FOOD LABEL AT A GLANCE

The new food label will carry an up-to-date, easier-to-use nutrition information guide, to be required on almost all packaged foods (compared to about 60 percent of products up till now). The guide will serve as a key to help in planning a healthy diet.*

Serving sizes are now more consistent across product lines, stated in both household and metric measures, and reflect the amounts people actually eat

Nutrition Facts

Serving Size 1/2 cup (114 g)
Servings Per Container 4

New title signals that the label contains the newly required information

Amount Per Serving	
Calories 90	Calories from Fat 30
	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 0g	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Calories from fat are now shown on the label to help consumers meet dietary guidelines that recommend people get no more than 30 percent of their calories from fat

The **list of nutrients** covers those most important to the health of today's consumers, most of whom need to worry about getting too much of certain items (fat, for example), rather than too few vitamins or minerals, as in the past

% Daily Value shows how a food fits into the overall daily diet

Vitamin A	80%	•	Vitamin C	60%
Calcium	4%	•	Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

The label of larger packages must now tell the number of calories per gram of fat, carbohydrate, and protein

Daily Values are also something new. Some are maximums, as with fat (65 grams or less); others are minimums, as with carbohydrate (300 grams or more) the daily values for a 2,000- and 2,500-calorie diet must be listed on the label or larger packages. Individuals should adjust the values to fit their own calorie intake

*This label is only a sample. Exact specification are in the final rules. Source: Food and Drug Administration 1993.

WHAT DO YOU KNOW ABOUT YOUR FAST FOODS?

Directions: Choose the best answer for each question.

1. Which breakfast contains the greatest amount of fat?
   a. McDonald's hotcakes with butter and syrup
   b. Dunkin' Donuts bran muffin
   c. McDonald's Egg McMuffin

2. The greatest amount of sodium is in
   a. McDonald's large french fries
   b. Arby's jamocha shake
   c. Wendy's bacon, one strip

3. Lunch or dinner will prove least fatty with
   a. Pizza Hut pepperoni Personal Pan Pizza
   b. Kentucky Fried extra crispy chicken, one breast
   c. Taco Bell taco salad
   d. Burger King bacon double cheeseburger

4. Someone who wants to take in as much calcium as possible should opt for
   a. one slice of a medium Pizza Hut Thin 'n Crispy Cheese Pizza
   b. McDonald's hot caramel sundae
   c. Burger King chocolate milkshake

5. For iron, the best choice would be
   a. Wendy's chili
   b. McDonald's Big Mac
   c. Arby's regular roast beef sandwich
   d. Jack-in-the-Box beef fajita pita

6. Dieting dessert eaters will find the fewest calories in
   a. Wendy's Frosty Small Dairy Dessert
   b. Burger King apple pie
   c. McDonald's strawberry sundae
   d. one box of McDonaldland cookies

7. The Taco Bell order with the most calories is
   a. Taco
   b. Soft Taco Supreme
   c. Taco Light
   d. Super Combo Taco

8. At the salad bar, a tablespoon of which topping will add the least fat and the fewest calories to your greens?
   a. bacon bits
   b. sunflower seeds
   c. chopped egg
   d. grated cheese

WHAT DO YOU KNOW ABOUT YOUR FAST FOODS?

Answers and Explanations

1. B. Late sleepers who stand in line to buy baseball-sized bran muffins for breakfast would do well to know that just one from Dunkin' Donuts contains a full 13 grams of fat, more than either the Egg McMuffin (11 grams) or the hotcakes (9 grams). Add to the muffin a cup of coffee with a 1/2 ounce container of light cream and those 13 grams become 16, more than 25 percent of all the fat that should be eaten in a day by someone who takes in a daily average of 1,800 calories.

2. B. Bacon and french fries aren't the only fast foods that contain a good deal of sodium. It's true that a strip of bacon has 125 milligrams and that the fries supply 200, but the shake provides about 260. In and of itself, that's easy enough to fit into the 2,400 milligram-a-day sodium limit recommended by the National Research Council. But drink the shake with fries and a fast-food sandwich, which will probably contain anywhere from 500 to 1,900 milligrams, and the sodium content quickly soars to more than a half a day's allowance in one sitting.

3. B. The fattiest dish, believe it or not, is the taco salad, the word "salad" notwithstanding. In its 941 calories, it packs a whopping 61 grams of fat. That's nearly three times the amount found in the chicken and about twice as much as in the Burger King Bacon Double Cheeseburger or the pizza. (Just look at all the cheese, sour cream, and guacomole on top of the lettuce and tomatoes.) Of course, none of these dishes can legitimately be called low fat. Even the chicken.

4. A. Good news for pizza fans. One slice provides 33 percent of the U.S. Recommended Daily Allowance for calcium. That comes to about 25 percent more of the bone-building mineral that can be found in the sundae or the shake, and for only about half the calories (200 as opposed to as many as 375). Order a tossed salad with your slice and you've got a meal that supplies not only calcium but also protein, carbohydrates, and a good deal of vitamins and minerals. One word of caution: hold the pepperoni. That topping can add several grams of fat.

5. D. Although the Big Mac, with its "two all-beef patties," certainly sounds as if it's the most iron-rich sandwich around, the Jack-in-the-Box Fajita actually suppplies three times as much of the minerals. One of those pita sandwiches provides a full 60 percent of the U.S. Recommended Daily Allowance for iron and only 33 calories. Granted, the fajita gets about 38 percent of those calories from fat (more if you coat it with guacomole and sour cream). The chili contains 35 percent fat calories (and 25 percent of the U.S. RDA for iron).

6. C. With 280 calories and 7 grams of fat, the strawberry sundae is not only the least caloric but also the least fatty dessert. Compare it to the Frosty (400 calories and 14 grams of fat), the apple pie (305 calories and 12 grams of fat), and the box of cookies (290 calories and 9 grams of fat). One advantage to the cookies: it's easy to split a box with a friend, or eat half and save the rest.

7. C. That's right, the "light" dish contains more calories than any of the others. With 410 of them, more than 60 percent of which come from fat, the Taco Light is in fact about a third "heavier" than the other choices, not only in terms of calories but also fat. The reason it's called "light," according to a company spokesperson, is that its fried, flour-based shell tends to be flakier and easier to chew than corn-based tortilla shells.

8. C. A tablespoon of chopped egg contains 15 calories and one gram of fat. Sunflower seeds, on the other hand, add 50 calories and 4 grams of fat. A tablespoonful of cheese or bacon bits contributes 25 to 30 calories and 2 grams of fat.

NUTRITIONAL CONTENT OF FAST FOODS

Nutritional Content of Fast-Foods

ENTREES	Calories	Protein grams	Carbohydrates grams	Fat grams	Sodium grams
Burger King Whopper	606	29	51	32	909
McDonald's Big Mac	541	26	39	31	962
Burger Chef Hamburger	258	11	24	13	393
Arthur Treacher's Fish Sandwich	440	16	39	24	836
McDonald's Filet-O-fish	402	15	34	23	709
Kentucky Fried Chicken Original Dinner	830	52	56	46	2285
Kentucky Fried Chicken Crispy Dinner	950	52	63	54	1915
Pizza Hut Thin N Crispy Cheese Pizza (half of 10-inch pie)	450	25	54	15	N.A.
McDonald's Egg McMuffin	352	18	26	20	914
Taco Bell Taco	186	15	14	8	79
SIDE DISHES					
Burger King French Fries	214	3	28	10	5
McDonald's Chocolate Shake	364	11	60	9	329
McDonald's Apple Pie	300	2	31	19	414

Data Supplied by Companies.

N.A. = Not Available

A TYPICAL MENU CHECKLIST

Directions: Imagine that you are in a restaurant and are handed the menu below. Place a check mark in front of those foods that you would be most likely to order for a special dinner.

Appetizers

_____ Potato Skins
_____ Nachos
_____ Fried Mozzarella Sticks
_____ Onion Rings
_____ Shrimp Cocktail

Dinners—all come with house salad

_____ Broiled Chicken with Rice
_____ Hamburger with French Fries
_____ Roast Beef with Gravy and Baked Potato
_____ Crab Fettucini with Cream Sauce
_____ Broiled Shrimp with Lemon and Rice

Beverages

_____ Milk
_____ Soft Drink
_____ Coffee
_____ Tea

Dessert

_____ Apple Pie a la Mode
_____ Cheese Cake
_____ German Chocolate Cake
_____ Sherbet

SALAD CALORIE BAR

Do you know how many calories you have on your plate when you exit a salad bar?

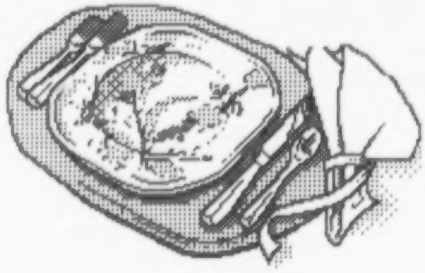
One out of three "dieters" will order a salad for lunch instead of a sandwich in order to conserve calories. What they may not be aware of is that they may consume more calories in the salad than they would have with the sandwich.

Let's take a closer look and see if you're a savvy calories connoisseur.

Rank the following salad bar offerings from 1 to 14, with 1 being the highest calorie item and 14 being the lowest calorie item.

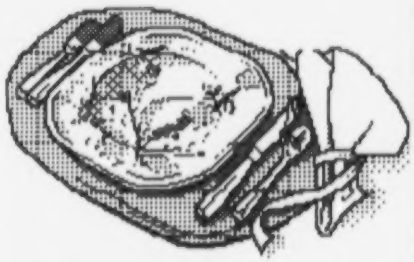
___green pepper
___green olives
___chow mein noodles
___melba toast
___garbonzo beans
___cheddar cheese
___plain croutons
___mushrooms
___ham
___tomatoes
___bacon
___cucumbers
___lettuce
___cauliflower

Finished? Check the next page to see how you did.



SALAD CALORIE BAR

How Did You Do?



1. Bacon (1.5 ounces) – 200 calories
2. Garbonzo beans (2 ounces) – 180 calories
3. Chow mein noodles (1 ounce) – 138 calories
4. Ham (2 ounces) – 131 calories
5. Cheddar cheese (1 ounce) – 112 calories
6. Green olives (15 small) – 50 calories
7. Plain croutons (2 ounces) – 40 calories
8. Melba toast (1 ounce) – 30 calories
9. Tomatoes (3) – 20 calories
10. Cauliflower (1/2 cup) – 15 calories
11. Mushrooms (1/2 cup) – 10 calories
12. Green pepper (1/4) – 9 calories
13. Lettuce (1 cup) – 8 calories
14. Cucumbers (1/2 cup) – 7 calories

Total calories: 951 without the dressing!

OK -- So you can eat only half of this salad; that's still 475 calories!!

Ratings:
14 - 11 Correct: You're as cool as a cucumber!
10 - 7 Correct: Watch for hidden fat!
Below 6: Lighten up the load!

Now Add the Dressing:
Thousand Island (2 tablespoons) – 160 calories
Italian (2 tablespoons) – 140 calories
Blue Cheese (2 tablespoons) – 151 calories
French (2 tablespoons) – 129 calories

Take a look at the list to see where you can "lighten up the load" on your next trip to the salad bar.

Calorie counts for other items commonly found at a salad bar:
Potato salad (1/2 cup) – 180
Sunflower seeds (1/4 cup) – 200
Chopped eggs (2 ounces) – 60
Jello salad (1/2 cup) – 125

Calorie counts of typical luncheon sandwiches:
Roast beef – 346
Turkey – 298
Sub (three-inch or four-inch) – 228
Tuna salad – 342
Hamburger – 250
Cheese pizza (2 slices) – 218

Resource Management

Preparing and Serving Nutritious Foods

Module Overview

Practical Problem: What should I do regarding preparing and serving nutritious food?

Competency 2.0.10: Prepare and serve nutritious food

Competency Builders:
- 2.0.10.1 Evaluate nutrition sources and food preparation information
- 2.0.10.2 Choose food preparation techniques that maximize nutritive value of food
- 2.0.10.3 Recognize health-related dangers associated with improper food handling
- 2.0.10.4 Practice appropriate sanitation and storage procedures related to handling food
- 2.0.10.5 Apply time-management principles when preparing and serving food
- 2.0.10.6 Plan ways to share food preparation tasks in group and family settings
- 2.0.10.7 Create strategies for enhancing positive social interaction during mealtime
- 2.0.10.8 Identify and use appropriate equipment and supplies for food preparation in home

Supporting Concepts:
1. Practical problems involving preparing and serving nutritious food
2. Sanitation and storage procedures
3. Preparation techniques and equipment use
4. Ways to modify recipes
5. Application of food preparation skills
6. Strategies for enhancing positive social interaction during mealtime

Teacher Background Information

Rationale

Possessing the skills to prepare and serve nutritional foods is vital to one's health as well as to the amount of money families have to spend on food. To receive maximum nutritional value from food, it needs to be selected, stored, and prepared properly. Improper food handling and storage during any of these stages can result in health-related dangers. Being able to share food preparation tasks with other family members will allow for time-management techniques to be functional, and permit interaction during mealtime in positive social behavior. The above duties can be simplified if the appropriate equipment and supplies are available in the home and each is used for the correct task.

Background

Proper preparation and serving of nutritional foods for oneself and one's family begins with being able to evaluate sources of information regarding food preparation and nutrition. There are countless sources from which one can draw information; therefore, guidelines are needed to evaluate the proliferation of nutrition information and food preparation advice. New regulations for nutrition labeling from the Food and Drug Administration of the Department of Health and Human Services (FDA) and the Food Safety and Inspection Service of the United States Department of Agriculture (USDA) will ensure more complete, useful, and accurate nutrition information than ever before. This nutrition label reform will help consumers choose more healthful diets, and encourage food companies

to improve the nutritional quality of their products.

The Nutrition Labeling and Education Act of 1990 requires nutrition labeling of most foods; establishes uniform definitions for terms such as *light, low fat*, and *high fiber;* requires labeling information on the amount per serving of nutrients that are of major health concern to today's consumers; and requires updated nutrient reference values, expressed as Percent of Daily Values. Claims will be allowed for seven relationships between a nutrient or food and a disease (i.e., fat and cancer; calcium and osteoporosis; saturated fat and cholesterol and coronary heart disease (CHD); fiber-containing grain products, fruits, and vegetables and cancer; fruits, vegetables, and grain products that contain fiber and the risk of CHD; sodium and hypertension (high blood pressure); and fruits and vegetables and cancer).

Good food choices are of little value if the food is not properly stored and prepared. An excellent source of information on food storage and preparation is one's county office of The Ohio State University Extension Service. Here one can obtain information about food and nutrition that has been researched, is accurate, and can be applied to everyday living.

Factors that may influence food preparation are cultural background, health values, attitudes about food use, available equipment, economic status, and personal preference (Tuckwell, 1988). The varying method of preparation alters nutrient as well as caloric content of foods. A good example of this is the nutritional values of a baked potato, french fries, and potato chips. Not only does the calorie count change with different methods of preparation but also the content of fat, ascorbic acid, and other nutrients. Change of shape and texture also occur during preparation.

Another consideration in food preparation and handling is food safety. Food safety emphasizes risk reduction--eliminating, insofar as is humanly possible, hazards to the soundness and wholesomeness of our food. Properly storing purchased food and leftovers; cleaning the work surface, equipment, and utensils; and washing hands are simple techniques that can prevent foodborne illnesses. Four major classes of foodborne illness represent a constant safety threat. They are botulism, salmonella-caused infections, staphylococcus poisoning, and perfringens outbreaks. Although these illnesses are often broadly referred to as "food poisoning," they are of two distinct types: infections and intoxication. Food infections result from eating foods contaminated with infectious microorganisms. Food intoxication, or food poisoning, results from eating foods that contain toxins produced by microorganisms (Holmberg, 1985).

With the increasing complexity of family life, time for food preparation is often limited. Therefore, time-management principles can play an important role in helping families prepare nutritious foods. When preparing and serving foods, time-management principles can include duties from shopping, to storing, to preparing and actually serving the food. Perhaps the most demanding skill for novice cooks is doing the necessary tasks so that all the food for the meal will be completed with each dish being at its peak of goodness and ready to serve at the desired time.

Time schedules can help reduce the stress of family meal preparation. The process of making a written schedule will require thought about the selection of foods for the menu and the different types of food preparation for foods used in a menu. Thought should be given to the time needed to prepare and serve each food. Consideration should be given to how long each food should cook, which food should be started first, and whether any foods could be prepared in advance.

Food preparation tasks can be shared with other family or group members. Selecting tasks that are challenging to each person yet within their realm of ability will allow for feelings of accomplishment, sharing, and contribution.

Mealtime should be a positive social time for families and group members. Reducing the friction during meal preparation by using time-management techniques and by allowing others to help will enable members to arrive at the table ready to be social and enjoy each other. Individual techniques to enhance this time period depend on the personality of those in the group and on what is currently happening within their lives. Another important factor that can affect the family's effort to provide nutritional meals is the frequent use of appliances and equipment in the preparation of meals. Appliances and equipment that allow for some advance preparation and/or storage for a later time, permit families to have meals that would otherwise take too long. The microwave oven permits thawing and preparation of food within a short time periods. A crockpot permits a family to more easily serve a hot meal at the end of a busy day. By learning to effectively use appliances and equipment such as these, families can provide nutritious meals when needed.

Using cooperative learning and planning activities that are focused on practical meal planning problems (such as meeting the dietary guidelines, managing limited time, or using a new piece of equipment) will help learners develop the complex knowledge, skills, and values needed in families. Using recipe books that include the nutritional content of foods, alternative food preparation methods needed to reduce fat content, and quick preparation methods help learners develop the skills they need for lifelong learning about nutritious, healthy food preparation.

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Learning Activities

1. Practical problems involving preparing and serving nutritious food

a. Design a bulletin board featuring practical problems involving preparing and serving nutritious foods, such as those listed below. Create problem situations from your own family experiences, collect newspaper clippings and magazine articles that address issues regarding preparing food, and add cartoons that feature food preparation problems.

(1) Everyone in our family leaves at a different time in the morning, and no one takes time to fix breakfast. I don't know how to prepare many foods, and I don't have much time before school.
(2) I am overweight and am trying not to eat a lot of foods high in sugar or fat. My mom fixes dinner every night, which almost always includes some type of fried meat and a dessert. What should I do?
(3) Both my parents work and I am responsible for dinner. We used to eat frozen dinners and instant foods from a box, but mom is cutting the food budget back. What do I make?
(4) After Thanksgiving dinner, the entire family got the flu. I told mom it was probably food poisoning, but she didn't think so. What went wrong? I was really sick and want to make sure it doesn't happen again.

Discussion Questions
- *Why are these problems practical problems?*
- *Do you think that many people experience these problems? Why or why not?*
- *What are the consequences of these problems for individuals? Families? Society?*

b. In cooperative learning groups, choose one of the practical problems related to preparing and serving food identified above, and gather information needed to solve the problem. Begin by listing questions that you have about the problem, such as those listed below. To answer your questions and provide adequate information for solving the practical problem, gather information sources such as textbooks, books, articles, newsletters, pamphlets, or recipes comparing nutrient content . Make a display of information and key facts that would be helpful to others facing this problem.

(1) What information do I need to know to solve this problem?
(2) What concepts do I need to learn about?
(3) What food preparation, storage, or safety and sanitation principles do I need to learn about?
(4) What caused this particular problem?
(5) What skills do I need to develop to take action on this problem? Where can I learn these skills?

c. In the cooperative learning groups formed in Activity 1b, use the **Practical Problem Solving Think Sheet (p. 37-38)** to create alternatives, weigh and balance each alternative against criteria, make a judgment about what is best to do, and evaluate your decision. Present your decision to the class with adequate justification.

d. **Action Project:** Choose a practical problem that your family is presently facing regarding preparing and serving food . Use the practical problem solving process to decide on a solution and implement a plan of action. Write an evaluation of the effectiveness of your decision and your action plan.

2. Sanitation and storage procedures

a. In small groups, use resources such as classroom textbooks to make posters featuring guidelines for the safe and sanitary handling of food. Sample poster titles are listed below. Identify the consequences of unsafe and unsanitary food preparation and storage practices for individuals, families, and society. Display.

(1) Cooking and Not Getting Hurt!
(2) Using Small Appliances Should Not Cause Big Trouble
(3) Cleaning Products Are Not Edible!
(4) Avoiding the Danger Zone
(5) What's That Green Thing in the Refrigerator?

Discussion Questions
- *Why are safety and sanitation important to food preparation?*
- *What could you do differently in each situation to make it more safe?*
- *What can result from unsafe kitchen practices?*

b. In cooperative learning groups, list sanitation and safety situations, such as those below. Act out the situations and identify the consequences of each behavior.

(1) Drop a pan on the floor; pick it up with your hands.
(2) Reach across a stove with your hair and apron strings loose.
(3) Lick a spoon, then stir with it.
(4) Put food in the refrigerator or freezer without covering it.
(5) Put a cleaning item in a cupboard with foods in a lower storage area.
(6) Use cold water to wash dishes and don't wipe them well.

c. Use resources to develop a chart of foodborne illnesses. For each illness, identify the cause, symptoms, and treatment.

d. **FHA/HERO:** Organize a "behind the scenes" visit to your school food service or a local restaurant. Observe how these facilities follow safe and sanitary practices. Ask the supervisor of the facility to discuss state regulations or codes that they are required to follow.

3. Preparation techniques and equipment use

a. In food laboratory groups, make a chart describing food preparation techniques, such as those listed below. For each technique, explain how the technique is used and the consequences of using the technique with regard to time, equipment, and nutritive value of the food. As a class, choose a food and have each laboratory group prepare the food using a different technique. Compare the preparation time, nutritive value, and taste of the foods prepared.

(1) Fry
(2) Broil
(3) Bake
(4) Saute
(5) Braise
(6) Steam
(7) Microwave

Discussion Questions
- *Which of the food preparation techniques enhances the nutritional value of food?*
- *Which of the food preparation techniques makes best use of time?*
- *Which of the techniques would you be most likely to use at home? Why?*

b. Conduct a "Kitchen Gadgets Day." Bring from home (or choose from the food laboratory) a small appliance, a food preparation item, or a gadget such as those listed below. Research how to use the item, and demonstrate its use for the rest of the class. Following each demonstration, record the following data on a classroom chart: the item's name, what it is for, safety tips for use, and tips for cleanup. Choose the three or four most effective demonstrations and then award prizes.

(1) Salad shooter
(2) Garlic press
(3) Lemon juicer
(4) Melon baller
(5) Peeler
(6) Sandwich maker

Discussion Question
- *What is the value of each of these gadgets in food preparation?*
- *What resources do these gadgets save? Expend?*
- *What could be substituted to do the same task?*

c. Make a list of common small kitchen appliances, such as those below. Using classroom resources, such as textbooks, magazine articles, and care and use handbooks, develop a chart listing the name of each appliance, ways in which using that appliance affects family meal preparation, and ways in which the

appliance can be used to prepare nutritious family foods. Watch a teacher demonstration of several small kitchen appliances. In food laboratory groups prepare foods using these small appliances. Explain the consequences of using these appliances for individuals and families.

(1) Microwave
(2) Juicer
(3) Blender
(4) Toaster oven
(5) Food processor

Discussion Questions
- *What are the advantages of having each of these appliances available for food preparation? The disadvantages?*
- *What other resources could be substituted to accomplish the same tasks as these appliances perform?*
- *What resources could be saved by using these appliances in food preparation?*

4. Ways to modify recipes

a. Collect a variety of recipes for main dishes, salads, vegetables, desserts, and snacks. Examine each recipe's nutrition information to determine which recipes have a high content of the items listed below. Using **Substituting Ingredients in Recipes for Good Health (p. 274)**, modify the existing recipes to reflect more healthy levels of fat, sodium, and sugar.

(1) Fat
(2) Sodium
(3) Sugar content

Discussion Questions
- *Why should you be concerned about using recipes that are high in fat, sodium, and sugar?*
- *What are the long-term consequences of eating a diet high in fat, sodium, and sugar?*

b. Watch a teacher demonstrate everyday food preparation techniques and modify recipes to reduce the fat content of foods, such as those listed in **15 Tips to Help You Avoid Too Much Fat, Saturated Fat, and Cholesterol (p. 275)**. Taste the products and identify those tips that you would be most likely to use when cooking at home.

c. In food laboratory groups, conduct a taste test of milk products that have varying levels of fat, such as those listed below. List examples of ways in which the lower-fat items could be substituted for higher-fat items in recipes to reduce fat intake in the diet.

(1) Homogenized milk
(2) Chocolate milk
(3) Milkshake
(4) Vegetable dip with sour cream
(5) Yogurt
(6) Cottage cheese
(7) Pasteurized processed cheese products
(8) Cheddar, mozzarella, and other types of hard cheese

d. In food laboratory groups, choose a recipe and modify it to have a lower fat and sugar content. Prepare both forms of the recipe. Set up a taste test buffet for class members to taste the products prepared by each group. After tasting the products, share your recipe modifications and compare the products according to each of the factors listed below.

(1) Taste
(2) Cost
(3) Nutritional value

Discussion Questions
- *How was each recipe modified and why?*
- *Is the modified recipe healthier for you? Why or why not?*
- *Was there a difference in taste between the unmodified and modified recipes? Did you like both products?*
- *What are the advantages of being able to modify recipes for lower fat and sugar content?*

e. **Action Project:** Choose foods that your family commonly eats at home and modify the recipes to reduce the fat or sugar content of each recipe. Prepare the modified recipes for your family and evaluate the product for cost, preparation time, taste, and contribution to a healthy diet.

5. Application of food preparation skills to practical problems

a. In food laboratory groups, choose one or more **Food Thinker Situations (p. 276)** and decide what is best to do. Using the **Food Laboratory Planning Form (p. 277)**, carry out your decision in the food laboratory.

Discussion Questions
- *What knowledge and skills did you use to resolve the practical problem in each situation?*
- *What time-management principles did you use to accomplish the goals of your group?*
- *In what ways did your group share food preparation tasks?*

- *How can you apply what you have learned to the real-life practical problems you face regarding food preparation?*

b. **FHA/HERO:** Develop an advisory committee or council to assist your school food service in planning menus. The committee or council could consist of parents, students, teachers, and/or administrators. Responsibilities might include reviewing menu selections each month, taste-testing new items, and evaluating the success of varying menu strategies.

c. **FHA/HERO:** Plan, prepare, and serve nutritious after-school snacks to sports teams. Items could be sold as a fund-raiser for the chapter.

d. **Action Project:** Set a goal to change your behavior regarding choosing or preparing nutritious foods. The goal might be eating one more vegetable each day, modifying one recipe prepared at home to result in lower fat, or storing dinner leftovers properly. Set several short-term goals as needed. Record your progress toward these goals. Evaluate your project and explain the consequences of your changed behavior for self, family, and others.

6. Strategies for enhancing positive social interaction during mealtime

a. In cooperative learning groups, develop one role-play situation that illustrates appropriate mealtime manners, and a second that illustrates inappropriate manners. Use examples such as those listed below. Perform your role-play situations for the class.

(1) Sophisticated Sally
(2) Slow Sammy
(3) Bottomless Pit Pauline
(4) Picky Pete
(5) "Which Fork" Willie

Discussion Questions
- *Why should we be concerned about how we act at mealtime?*
- *What factors are involved in how we act?*
- *How does using and not using proper manners influence how others see you?*

b. Imagine that a friend has come to you for your advice about a practical problem. Her family always argues at mealtime, and in fact, the family members avoid eating together just to avoid the conflict. Your friend believes that she should make some suggestions to help her family have a more positive experience. In small groups, develop a list of suggestions that you would make to your friend to help her family accomplish its goal of sharing meals together. Compare your list with those of other groups and develop a list of general guidelines for all families.

c. **FHA/HERO:** Organize an elegant dining experience in the classroom. Set up tables with tablecloths, candles, soft music, and sample menus from local restaurants. Discuss how to order from a menu, what table manners are appropriate, how to make conversation with others seated at your table, and how to decide on a tip. Divide the chapter in half. Assign one group the role of restaurant patrons, the other the role of serving food. Play your roles, and then exchange responsibilities.

Discussion Questions
- *How can you tell when your behavior in these circumstances is appropriate?*
- *What are the most important manners and skills to remember in this type of situation?*
- *Why is it important to know how to behave in this type of situation?*

d. **Action Project:** Plan, prepare, and serve several nutritious meals for your family. After the experience, evaluate your foods' nutritional value, your food preparation skills, and your strategies to enhance positive social interaction during mealtime.

Assessment

Paper and Pencil

1. Given sources of food preparation information, evaluate each source according to reliability criteria developed in class.
2. Given examples of foods to be prepared, choose food preparation techniques that maximize the nutritive value of food.
3. Given a list of food-handling practices, recognize those that present health-related dangers.
4. Given food preparation case studies, plan ways to share food preparation tasks equally among group or family members.
5. Given case studies of family mealtime situations, create at least three strategies to enhance positive social interaction.

Classroom Experiences

1. In cooperative learning groups, use the practical problem solving process to resolve problems regarding preparing and serving nutritious foods. Create alternatives, weigh and balance each alternative against criteria, make a judgment about what is best to do, and evaluate your decision. Present your decision to the class with adequate justification.
2. In small groups, use resources to make a poster featuring guidelines for the safe and sanitary handling of food.

3. Make a list of common small appliances found in the kitchen. Use resources to develop a chart listing the name of each appliance, ways in which using that appliance affects family meal preparation, and ways in which the appliance can be used to prepare nutritious family foods.

4. Given a variety of recipes for main dishes, salads, vegetables, desserts, and snacks, modify the recipes to reflect more healthy levels of fat, sodium, and sugar.

5. Given practical problems involving preparing and serving nutritious food, decide on a plan of action and carry out your decision in the food laboratory.

Application to Real-life Settings

1. Choose a practical problem that your family is presently facing regarding preparing and serving food. Use the practical problem solving process to decide on a solution and implement a plan of action. Write an evaluation of the effectiveness of your decision and action plan.

2. Choose foods that your family commonly eats at home and modify the recipes to reduce the fat or sugar content of each recipe. Prepare the modified recipes for your family and evaluate the product for cost, preparation time, taste, and contribution to a healthy diet.

3. Set a goal to change your behavior regarding choosing or preparing nutritious foods. Set several short-term goals as needed. Record your progress toward these goals. Evaluate your project and explain the consequences of your changed behavior for self, family, and others.

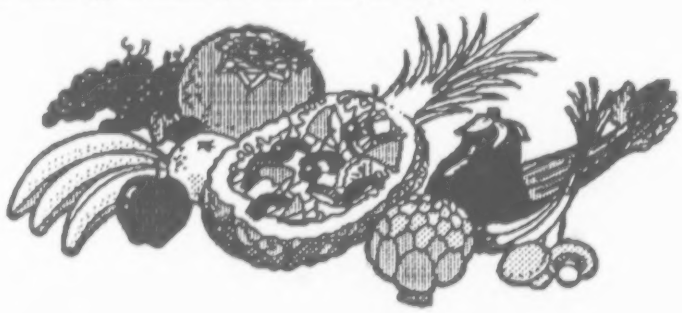
4. Plan, prepare, and serve several nutritious meals for your family. After the experience, evaluate your foods' nutritional value, your food preparation skills, and your strategies to enhance positive social interaction during mealtime.

SUBSTITUTING INGREDIENTS IN RECIPES FOR GOOD HEALTH

Instead of. . .	Try. . .
Dairy	
1 cup whole milk	1 cup lowfat or skim milk 1/3 cup instant nonfat dry milk plus scant 1 cup water
Sour cream	lowfat cottage cheese blended until smooth skimmed milk Ricotta cheese blended until smooth; or lowfat or nonfat yogurt plus 1 teaspoon of lemon juice
Whipped cream	Whipped skimmed evaporated milk
Fats	
Hydrogenated fats	Oils from corn, cottonseed, soy or safflower
1 tablespoon margarine	3/4 tablespoon oil
1 cup margarine	7/8 cup oil
1 tablespoon oil	1-1/4 tablespoon polyunsaturated margarine
Greasing a pan	Nonstick spray Paper liners
Eggs	
1 whole egg	2 egg whites
2 whole eggs	3 egg whites
Cocoa and Chocolate	
1 oz chocolate	3 tablespoons cocoa plus 1 tablespoon polyunsaturated oil or margarine

15 TIPS TO HELP YOU AVOID TOO MUCH FAT, SATURATED FAT, AND CHOLESTEROL

1. Steam, boil, or bake vegetables, or for a change, stir-fry in a small amount of vegetable oil.
2. Season vegetables with herbs and spices rather than with sauces, butter, or margarine.
3. Try lemon juice on salads, or use limited amounts of oil-based salad dressings.
4. Reduce saturated fat by eliminating margarine and butter in baked products, and when possible, use oil instead of shortening.
5. Try whole-grain flours to enhance the flavor of baked goods made with less fat and cholesterol-containing ingredients.
6. Replace whole milk with skim or lowfat milk in puddings, soups, and baked products.
7. Substitute plain lowfat yogurt, blender-whipped lowfat cottage cheese, or buttermilk in recipes that call for sour cream or mayonnaise.
8. Choose lean cuts of meat.
9. Trim fat from meat before and/or after cooking.
10. Roast, bake, broil, or simmer meat, poultry, and fish.
11. Remove skin from poultry before cooking.
12. Cook meat or poultry on a rack so the fat will drain off. Use a nonstick pan for cooking so that added fat will be unnecessary.
13. Chill meat or poultry broth until the fat becomes solid. Spoon off the fat before using the broth.
14. Limit egg yolks to one per serving when making scrambled eggs. Use additional egg whites for larger servings.
15. Try substituting egg whites in recipes calling for whole eggs. For example, use two egg whites in place of each whole egg in muffins, cookies, and puddings.



FOOD THINKER SITUATIONS

Situation	*Reflective Questions*
1. You have an after-school babysitting job in someone else's home. The child is two years old. You need to plan and prepare something to eat for yourself and the two-year-old.	• What should be prepared? • When should it be prepared? • How long do you have? • How can you involve the two-year-old in the preparation? • What do you need to consider regarding cleanup, safety, and sanitation?
2. Plan a party for your fourteenth birthday. You have $50 for food, decorations, and supplies. You have to show your parent(s) your plan. Make a plan of action for the party. Be sure to include your friends in the food preparation.	• What foods can you prepare within your budget? • What foods could you prepare with the time that you have? • How could you involve your friends in the food preparation?
3. You will be preparing a meal this evening for your family. Plan a meal and begin the preparation.	• How does your meal meet the dietary guidelines? • The food pyramid standards? • How much time will the meal take in total? • What ingredients do you have?
4. You are traveling by bus for an all-day field trip. You will take your lunch and drink.	• What would you bring and why? • How would it be stored? • What would you choose?
5. You are at home all day Saturday and a storm comes up. The electricity is off. The water has been turned off.	•How would you handle food preparation? • Why would you choose this method?
6. You just remembered that it's your turn to bring refreshments for 30 people to a club meeting at 4:00 tomorrow afternoon.	• What would you take and why have you chosen this item? • How and when should it be prepared? • If stored overnight, how would you store this product at school?
7. You are going to a family reunion outside all day. You were asked to bring a fruit salad.	• What must be considered in the area of food preparation and storage? • How should the food be stored? • What resources do you have to prepare the food?

FOOD LABORATORY PLANNING FORM

Group Members:

Practical Problem Statement:	What **information** is needed to solve this problem?
What are the **nutritional standards** for the finished product?	What **food preparation skills** are needed?

What **resources** are available? Money? Time? Supplemental materials?	What **special considerations** should be weighed? Safety? Sanitation? Storage? Environmental Concerns?	What **equipment** will be needed?

Grocery supplies needed are . . .

Our action task plan is. . . .	Person Responsible	Time